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ABSTRACT

The book is designed to supplement mobility and orientation lessons and explain mobility concepts to visually impaired children from preschool through third grade. Each of the 17 chapters centers on the adventures of Eliot, a young visually impaired child, as he learns the following pre-cane orientation and mobility skills: sighted-guide technique, trailing technique, upper and lower protective techniques, orientation to a house, orientation to an apartment building, orientation to a school, self-familiarization, characteristics of a residential neighborhood, characteristics of a square block, characteristics of a rural neighborhood, characteristics of an urban neighborhood, supermarket familiarization, store familiarization, bus travel, train travel, subway travel, and cane familiarization. Each chapter is divided into six parts including new words to learn and use, the story, concepts and topics for discussion, games for reinforcement, sing-a-long, and worksheets. (DB)

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# TRAVEL TALES

## A Mobility Storybook

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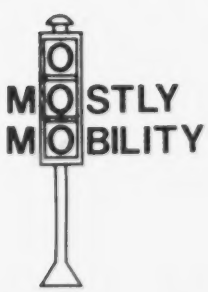
# TRAVEL TALES

*A Mobility Storybook*

By Julia Halpern-Gold
Robin Weinstock Adler
Shelly Faust-Jones

Illustrations by Brenda S. Binns




**Bethel, Pennsylvania**

**ACKNOWLEDGEMENTS**

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- Elliot, Brandon, Justin, Matthew, Shana and Stacy, the important children in our lives, who supplied us with the names for our characters.

And we especially thank our husbands, Stan, Howie and Barry, for listening to our stories and songs over and over again, for watching dogs, kids and houses while we spent marathon weekends writing, and for their constant support and encouragement during this entire project.

Also available from **Mostly Mobility** are TRAVEL TALES - *A Mobility Workbook.*

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## INTRODUCTION

*TRAVEL TALES - A Mobility Storybook*, was conceived two years before its actual publication. The authors, certified orientation and mobility specialists living in three different cities, happened to meet at a professional conference for educators of the visually impaired. Each had individually begun to develop teaching materials for her students. Each felt that the field of orientation and mobility desperately needed materials that would serve to supplement lessons and explain mobility concepts to students, parents, classroom teachers, and teachers of the visually impaired.

For two years, the authors met, wrote and revised, and finally, *TRAVEL TALES* was a reality!

*TRAVEL TALES* is a storybook about Elliot, a young visually impaired child. Each of the seventeen chapters takes the reader on an adventure with Elliot and his family and friends. The adventures center around pre-cane skills, different environments, and public transportation.

All chapters are written with a view of the world that makes sense to a blind child. Through the main character, Elliot, the child will have a role model to help him learn about the environment. Elliot is a child who participates fully in family life and ventures out into the world, utilizing his other senses. Few books are written about blind children. Thus it is hoped that exploring with Elliot will give the child a chance to feel good about himself or herself.

The stories are designed for visually impaired children in preschool through third grade. At the discretion of the teacher and/or parent, some older children and multi-handicapped children may also enjoy the stories and activities. *TRAVEL TALES* can be used by orientation and mobility specialists to supplement lessons. Parents of visually impaired children, classroom teachers, and teachers of the visually impaired will also find this book to be a helpful resource.

## HOW TO USE THIS BOOK

*TRAVEL TALES - A Mobility Storybook*, was designed to be read aloud to the child. Pictures are included for the visual interest of the reader and to show the proper positions for pre-cane skills. This book is intended for both boys and girls. The masculine gender has been assumed to avoid unclear and cumbersome sentence structures.

Each chapter is divided into six parts. Below are some suggestions for incorporating the various sections into an existing mobility curriculum.

**NEW WORDS TO LEARN AND USE** A list of words that will appear in the story is provided at the beginning of each chapter. Within the story these words will appear in bold print. The vocabulary words may be discussed prior to reading the story or within the context of the story. When discussing the new words, it is important to provide concrete experiences and demonstrations. Many concepts that the sighted child learns incidentally through his sight, the blind child must learn through first-hand experiences.

**THE STORY** The individual stories may be read as an introduction to a new skill or as a reinforcement for an already learned skill. Each story is designed to be read in one sitting. The suggested order of the chapters is merely a guideline. The stories may be read in any order chosen. Although the child may not have access to every type of environment discussed, such as subways, it is important that he be exposed to the concepts presented in each chapter. The child may enjoy hearing the stories as part of his regular bedtime ritual. Siblings may also enjoy the stories and pictures. Reading about a blind child gives legitimacy to their own brother or sister.

**LISTEN AND LEARN** This section provides a review of the concepts learned and topics for discussion.

**GAMES FOR REINFORCEMENT** The concepts discussed in the story are reinforced in an enjoyable way. The games can be played at home with a parent or sibling. In school, a teacher or classmate may participate.

**SING-A-LONG** Songs with familiar tunes are included for further reinforcement. Singing makes practicing the skills more enjoyable.

**WORKSHEETS** The worksheets are found at the end of each chapter. They review and test understanding of learned concepts and skills. Questions should be read to the child and the answers recorded by the adult. Worksheets may be used as part of a lesson or as homework. Additional copies of the worksheets are available in workbook form.

The authors welcome your comments. Please write to them in care of: MOSTLY MOBILITY, RD #1, Box 1448-A, Bethel, PA 19507.

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# YOU'VE GOT A FRIEND

**NEW WORDS TO LEARN AND USE**

| | | | |
|---|---|---|---|
| cousin | curb | curls | elbow |
| gate | height | narrow passage | technique |
| obstacles | path | sighted guide | wrist |

Elliot is a little boy who was born blind. He lives with his Mom and Dad. Elliot has an older sister named Shana and an older brother named Matthew. Rusty is their dog.

Elliot likes to go to different places with his Mom and Dad. They go to the park, to stores and to his grandparents' house. What places do you go to with your mom and dad?

When Elliot goes outside, he holds onto his Mom or Dad so that he doesn't get lost or bump into things. Mom and Dad are **sighted guides**. They can see where to go, and they show Elliot the way. They guide him.

Elliot holds onto Mom's **wrist**. He holds on tightly and **curls** his fingers around her **wrist**. Elliot walks behind Mom just a little bit. She tells him when they come to a step or an **obstacle** in their **path**.

Dad and Elliot have a special code all their own. When Dad stops, Elliot stops. Dad doesn't have to say anything. When he turns, Elliot turns. How do you think he knows to turn? Elliot knows because he feels the movement of Dad's body.

Sometimes Elliot holds Mom's left **wrist**, and sometimes her right. It doesn't matter which one he holds. When Mom is holding a package in her right hand, Elliot holds her left **wrist**.

Today, Elliot and Mom are off to Aunt Sherry's house.

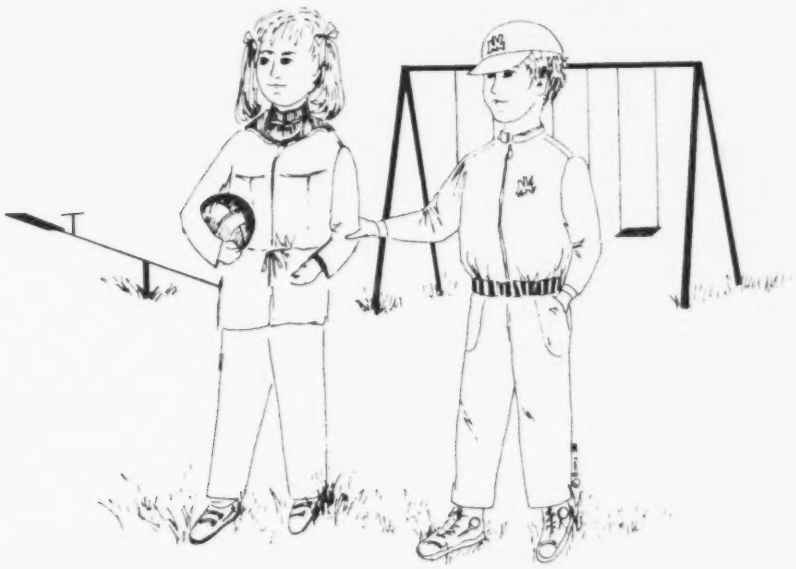
"Mom, I can't wait to see **Cousin** Stacey," Elliot says.

"Maybe the two of you can go to the park today," Mom says.

When they get to Aunt Sherry's house, Stacey and Elliot go to the park. They have fun walking together. Stacey is the **sighted guide**. Elliot holds her arm just above her **elbow**. This is how Elliot holds on to anyone who is the same **height** as he is.

Stacey tells Elliot when they are coming to a **curb**. Elliot knows that when they come to a **curb**, she will stop to look for cars. Elliot listens. BRRRRmmmmm --- a car passes. Now it is all quiet. Stacey steps off the **curb**. She waits for Elliot to feel the edge of the **curb** with his foot so he can step down off the **curb**. Together they walk quickly across the street. Stacey

steps up the **curb** and Elliot follows. How do you think Elliot knows when Stacey steps up or down a **curb**? He feels Stacey's arm move up or down. That is part of the special code. Of course, it is helpful if the **sighted guide** tells you that a **curb** or step is in front of you.



As they walk to the park, Stacey and Elliot talk.

"Elliot, smell the pretty flowers in Mrs. Smith's garden. There are red tulips and white daisies," says Stacey.

"Mmmm. They smell good!" Elliot replies. "I'm sure glad it's Spring. No more hat and mittens!"

"Here we are at the **gate** to the park. Hey, we're not going to fit. The opening's too small," says Stacey.

"That's easy," replies Elliot. "Put your arm behind your back, and I will follow behind you. This is called **narrow passage technique**." Stacey puts her arm behind her back. Elliot moves behind her so he can follow her through the **gate**.

"Using **sighted guide** technique sure makes it easy for us to walk together," says Stacey. "I'll beat you to to the swings!"

"No kidding! You're in front of me," yells Elliot. "Let's go." Elliot and Stacey have fun playing all afternoon.

**LISTEN AND LEARN**

When walking with a sighted guide, the child stands one half step behind and to the side, grasping an adult's wrist or another child's elbow. When going through a narrow space, the guide places his arm behind his back and the child moves behind him.

Demonstrate each of the techniques mentioned in the story.

- sighted guide with an adult and with a child
- narrow passage technique (walking through a doorway or other narrow space)
- going up and down stairs and curbs
- making turns (left and right)

Practice walking around utilizing each technique to allow the child to become comfortable with it.

Have the child teach a classmate or sibling how to be a sighted guide.

**GAMES FOR REINFORCEMENT**

*Name That Move*

After practicing sighted guide, the adult will set up an obstacle course. Include experiences with walking up and down curbs or stairs, and making left and right turns. If possible, set up a situation where you would have to use the narrow passage technique.

As the adult walks through the obstacle course and performs each movement without verbalizing, the student must *Name that Move*, i.e., "left turn," "up curb," "narrow passage," etc.

*Can We Fit?*

Adult leads child using sighted guide technique through several narrow passages (i.e., doorway, narrow hallway, aisle between desks in classroom). Before passing between the obstacles, the adult will stop and ask the child to explore the environment. The child will determine whether to use standard position or narrow passage technique.

*Red Light, Green Light*

Adult and child assume the position of sighted guide technique. Child yells "Green Light." Adult begins to move (i.e., running, walking, turning). After several seconds, adult yells "Red Light" and stops. Child must respond to body movements. Upon stopping, the child must check positioning and make corrections if necessary. Game should be played having the child use both left and right hand.

**SING-A-LONG**

*(Sung to the tune "Frère Jacque")*

Sighted guide, sighted guide,
Walks in front, and to the side.

Your hand on their elbow,
Fingers curled around,
Hold on tight, don't let go.

They will guide you,
They will show you,
Where to go, when to turn.

Tell you about steps,
Take you around objects,
Narrow space, keep you safe.

## YOU'VE GOT A FRIEND WORKSHEET #1

When walking sighted guide with an adult, I hold their wrist. When walking with a friend, I hold their elbow.

**Fill in the blanks.**

1. The people in my family are:

_____ _____

_____ _____

_____ _____

2. The **adults** in my family are:

_____ _____

_____ _____

_____ _____

3. The **children** in my family are:

_____ _____

_____ _____

_____ _____

**Fill in the blanks with the word *wrist* or *elbow*.**

4. When walking sighted guide, I hold grandmother's _____.
5. When walking sighted guide, I hold my sister's _____.
6. When walking sighted guide, I hold my friend's _____.
7. When walking sighted guide, I hold my mother's _____.
8. When walking sighted guide, I hold my brother's _____.
9. When walking sighted guide, I hold my grandfather's _____.
10. When walking sighted guide, I hold my father's _____.
11. When walking sighted guide, I hold my teacher's _____.

## YOU'VE GOT A FRIEND WORKSHEET #2

**Fill in the blanks.**

1. Walking with a sighted guide keeps me _____.
2. When my sighted guide stops, I will _____.
3. When my sighted guide turns, I will _____.
4. When my sighted guide runs, I will _____.

**Circle the correct answer.**

5. When my sighted guide steps up a curb, I will feel his arm move

   a. up. b. down.

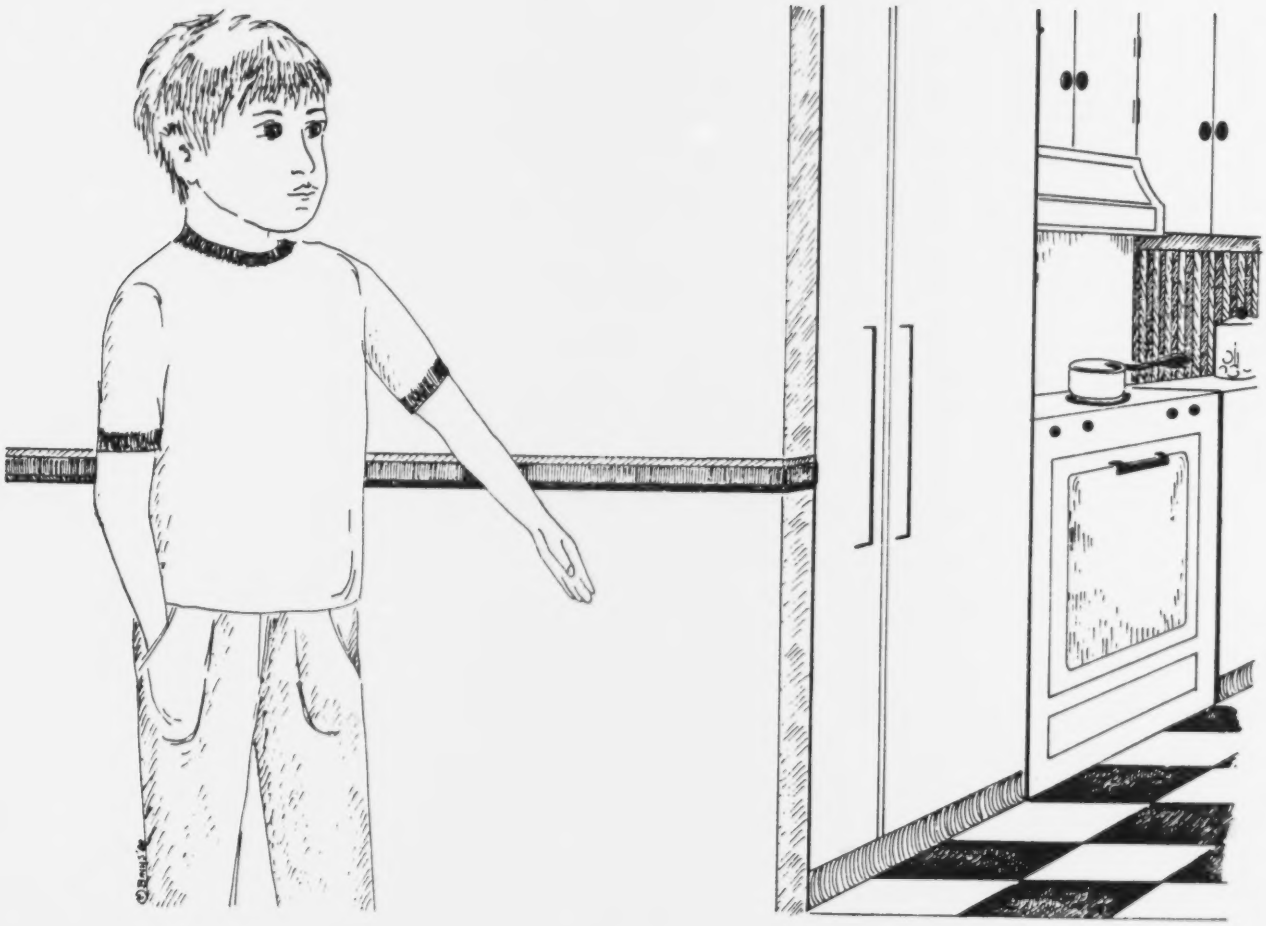
6. When my sighted guide steps down a curb, I will feel his arm move

   a. up. b. down.

7. When my sighted guide walks through a narrow space, I will

   a. stop. b. move behind him. c. let go.

# HAPPY TRAILS



**NEW WORDS TO LEARN AND USE**

| | | | | |
|---|---|---|---|---|
| closest | counter top | | furniture | pour |
| rush | scrape | straight | stretch | trail |

When Elliot wakes up in the morning, the first thing he thinks of is breakfast, and he wants it fast! Instead of waiting for Mom or Dad to be his sighted guide, he walks to the kitchen by himself. Elliot uses **trailing** technique.

Elliot knows that the easiest way to walk to the kitchen is to **trail** the wall with his hand. He stands with the wall on his side. Elliot doesn't want to bump his face or belly, so he **stretches** his arm out in front of him against the wall. His fingers point to the floor.

Sometimes Elliot **trails** with his left hand and sometimes with his right. He uses whichever hand is **closest** to the wall. Can you show me how you would **trail** the wall?

Elliot puts his hand against the wall and ZOOM.... he's off to the kitchen.

"Good morning," Mom says. "I see that you **trailed** the wall to get to the kitchen."

Elliot has a big smile on his face. "Yes," he says. "**Trailing** helps me walk **straight** ahead without getting lost."

In the kitchen Elliot **trails** the refrigerator and the **counter top**. He reaches for a box of cereal and walks to the table. What can you **trail** in your kitchen to help you locate your cereal?

Elliot can't wait to taste those Crunchies! What is your favorite cereal? Mom has a bowl and spoon waiting for him, but Elliot **pours** the cereal by himself. Yum yum! Crunch, crunch! Before you know it, Elliot is **scraping** the bottom of the bowl with his spoon.

"Hurry up, Elliot. Get ready for school!" While Mom is making his lunch, Elliot jumps up and **rushes** to his bedroom. There is no wall for Elliot to **trail**, so he **trails** the back of the sofa. Do you **trail furniture** or a wall to walk from your kitchen to your bedroom?

Elliot dresses for school. The start of a new day.

HAPPY TRAILS!

## LISTEN AND LEARN

Trailing is a technique that helps a child maintain a straight line of travel. The child places his hand on a trailing surface, such as a wall or a piece of furniture, and maintains his position as he walks.

Trailing can be done with either hand. The hand closest to the trailing surface is the appropriate one to use. The arm is extended forward and fingertips point downward to avoid jamming.

Practice:

- trailing indoors on different surfaces such as walls or furniture.
- trailing outdoors on different surfaces such as bushes or fences.

Go with the child to the rooms named. Discuss with the child what he can trail:

- in the bathroom to get to the toilet.
- to get from the kitchen to the bedroom.
- to get to a neighbor's house.

## GAMES FOR REINFORCEMENT

*Red Light, Green Light*

Choose a trailing surface such as a wall in a long hallway that is free of obstacles. Child is instructed to assume trailing position. Child yells "Green Light" and begins to trail surface. Adult yells "Red Light" and child must stop. Continue until end of trailing surface. Turn around and practice with the other hand.

*Can You Trail This?*

Adult names various pieces of furniture in the house and says to child "Can you trail this?" Adult should choose surfaces that can be trailed, such as the back of a sofa. Also choose surfaces that cannot be trailed, such as a bathtub or a coat rack, because they are too low or not a flat surface.

*Trail Fast, Trail Slow*

Choose a long trailing surface free of obstacles. Adult claps hands in a rhythm beginning slowly and then faster. Alternate fast and slow. The child walks faster or slower according to the clapped rhythm.

*Name That Surface*

Have child trail various surfaces in his classroom and home, i.e., sofa, counter, desk, chalkboard, etc. Child has to *Name that Surface.*

**SING-A-LONG**

*(Sung to the tune "Twinkle, Twinkle Little Star")*

Trail, trail down the hall,
Past the doors, hand on the wall.

Arm is out in front of you,
That is what you have to do.

Trailing helps you to go straight,
Get to class and not be late.

## HAPPY TRAILS WORKSHEET

**Fill in the blanks.**

1. Trailing helps me to _____.
2. I trail the wall with my _____.
3. When I trail, my fingers point to the _____.
4. Three things I can trail in my school are:

   _____ _____ _____

5. Three things I can trail in my house are:

   _____ _____ _____

6. In my bedroom I trail the _____ to get to my bed.
7. In the kitchen I trail the _____ to get to the refrigerator.
8. In the bathroom I trail the _____ to get to the toilet.

**Circle the things in each row that can be trailed.**

| | | | | |
|---|---|---|---|---|
| 9. | toilet | tree | sofa | refrigerator |
| 10. | cup | dresser | dog | closet |
| 11. | lamp | counter top | bed | television |

# OOPS, ANOTHER BUMP!

**NEW WORDS TO KNOW AND LEARN**

| | | | |
|---|---|---|---|
| avoid | lower | palm | protective |
| switch | technique | upper | waist |



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Elliot likes to visit Steven who lives down the street. When Elliot goes to Steven's house, he uses trailing **technique**. He trails all the fences until he gets to the one with the metal gate.

"Oh, yuck!" exclaims Elliot as he walks. "This must be another wet tree branch. They always hang so low after it rains."

What do you think makes the tree branches hang low after it rains? The water on the trees makes the leaves heavier, and the branches hang **lower** than usual.

Elliot uses **upper protective technique** to protect his face. **Upper** refers to the part of your body above your **waist**; **protective** means to prevent a part of your body from getting hurt; **technique** is the way you do something.

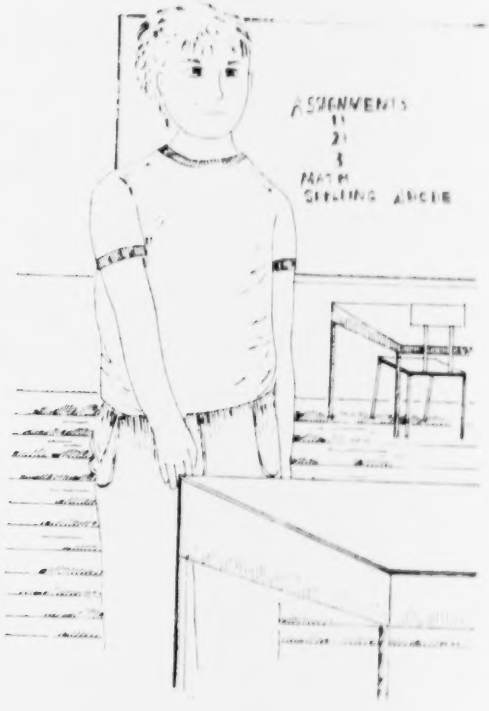
Elliot places his hand in front of his face and bends his arm at the elbow. He turns the **palm** of his hand away from him. Elliot holds his hand a few inches away from his face. Can you hold your hand in front of your face like Elliot does? Can you use **upper protective technique**?

When Elliot goes to Steven's house, he uses his left hand in **upper protective technique** and trails the fence with his right. On the way home, he **switches** hands.

Sometimes Elliot uses **upper protective technique** to **avoid** a plant that his sister, Shana, has hanging from the ceiling in her room. Can you think of other times when you need to use **upper protective technique**?

When Elliot is in school, he often crashes into a desk while he is rushing to the play corner. Oops, another bump! Now Elliot uses **lower protective technique**. **Lower** refers to the area of your body below your **waist**. **Protective** means ...you tell me. And **technique**?

Elliot stretches out his arm and moves it in front of his belly. The **palm** of his hand faces him and his fingertips point to the floor.



No more bumps in the stomach! Elliot finds the desk and trails around it. Can you think of other times to use **lower protective technique**?

**Upper or lower protective technique** - Elliot no longer has to say, "Oops, another bump!"

**LISTEN AND LEARN**

Protective techniques are used in open space or in conjunction with trailing. When these techniques are used, the hand acts as a bumper to prevent the child's body from contacting the object.

Practice:

- lower protective technique with each hand.
- walking through the middle of a room to contact a kitchen table, chair, sofa, etc.
- upper and lower protective techniques in conjunction with trailing.
- above - indoors and outdoors. (Be sure, when outdoors, to choose a safe environment free of low obstacles that the child could not detect with these techniques.)

**GAMES FOR REINFORCEMENT**

*Count the Squares* (used for Upper Protective Technique)

Adult places squares of felt or other non-abrasive material several feet apart along a wall. Squares should be placed at child's chest height. Child is to trail wall in conjunction with upper protective technique. Child counts the squares along the wall. If using upper protective technique correctly, his fingertips will touch the felt squares. For additional motivation, various toys or objects can be taped to the squares for the child to find.

*Treasure Hunt* (used for Lower Protective Technique)

Adult sets up treats (candy, toys, stickers, etc.) on objects that are child's waist height. Adult offers clues, i.e., "The treat is on the desk." Child walks to object. If he uses correct technique and locates the object, he receives the treat. If this game is attempted outdoors, use a familiar environment, such as a backyard or front porch.

**SING-A-LONG**

*(Sung to the tune "Oh My Darling Clementine")*

(Upper Protective Technique)

Put your arm up, bend your elbow,
Keep your fingers nice and straight.

Your hand will protect you,
And you won't hurt your face.

Left or right hand,
Doesn't matter.
Upper protective's a technique,
That you use inside your classroom,
In your house, and on the street.

(Lower Protective Technique)

Put your arm out, in the middle,
Point your fingers to the floor.

Your hand will protect you,
And you won't hit the door.

Left or right hand,
Doesn't matter.
Lower protective's a technique,
That you use inside your classroom,
In your house, and on the street.

## OOPS, ANOTHER BUMP WORKSHEET

**Fill in the blanks.**

1. I use Upper Protective Technique to protect my _____.

2. I use Lower Protective Technique to protect my _____.

**Circle the correct answer.**

3. I don't want to bang my legs into the chair. The protective technique I use is

   a. upper. b. lower.

4. I don't want to scratch my face on a tree branch. The protective technique I use is

   a. upper. b. lower.

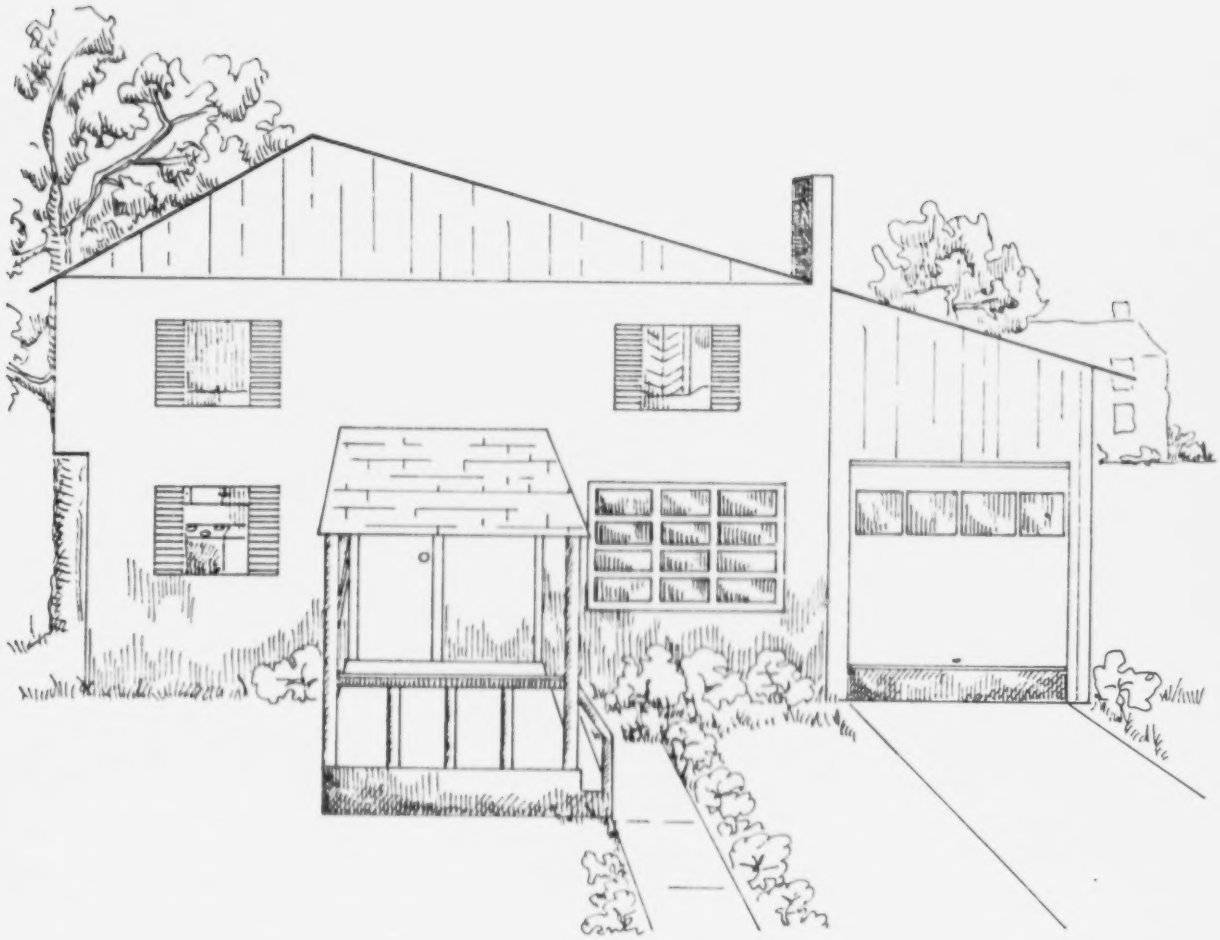
5. I don't want to bang my belly on my school desk. The protective technique I use is

   a. upper. b. lower.

6. I don't want to bang my head on an open door. The protective technique I use is

   a. upper. b. lower.

# HOME SWEET HOME



**NEW WORDS TO LEARN AND USE**

| | | | |
|---|---|---|---|
| attic | basement | clue | costume |
| crawl | mope | porch | roof |
| scramble | scurry | | worktable |

"Aw, shucks! It's raining outside today," Elliot says sadly. He leans his ear toward the window to hear the rain. "Now what can we do?"

Mom hears Elliot complaining about the weather. "You can have fun inside the house," she says. "Why don't you play hide and seek?"

"Great idea," says Shana.

"Yeah, sounds like fun!" yells Matthew.

Shana says, "I get to hide first! Matthew, you give the **clues** and Elliot, you find me."

"No! You always get to hide first!" **mopes** Matthew.

"All right. You can hide first."

Matthew runs down the steps. "OK, Elliot," Shana says. "Matthew is hiding in the room at the bottom of the house." Can you guess in which room Matthew is hiding? He is hiding in the **basement**.

Elliot and Shana go down the steps. They search behind the washing machine, under the **worktable**, and behind some boxes. Elliot trails the **basement** wall to the dryer and reaches to the side. "Gotcha! Shana, I found Matthew. My turn to hide next."

Elliot decides to hide in the **attic**. Do you know where the **attic** is? It is the room under the **roof** at the very top of the house. "Close your eyes and count to twenty," says Elliot. He climbs up the stairs to the first floor, then to the second floor, and finally, up to the **attic**.

"Ready or not, here we come!" shout Shana and Matthew.

Elliot uses lower protective technique and quickly **scurries** behind the box with the Halloween **costumes** in it. He hears Shana and Matthew coming up the stairs and sits very quietly.

"I'll look behind the suitcases," says Shana. "Matthew, you look behind those boxes."

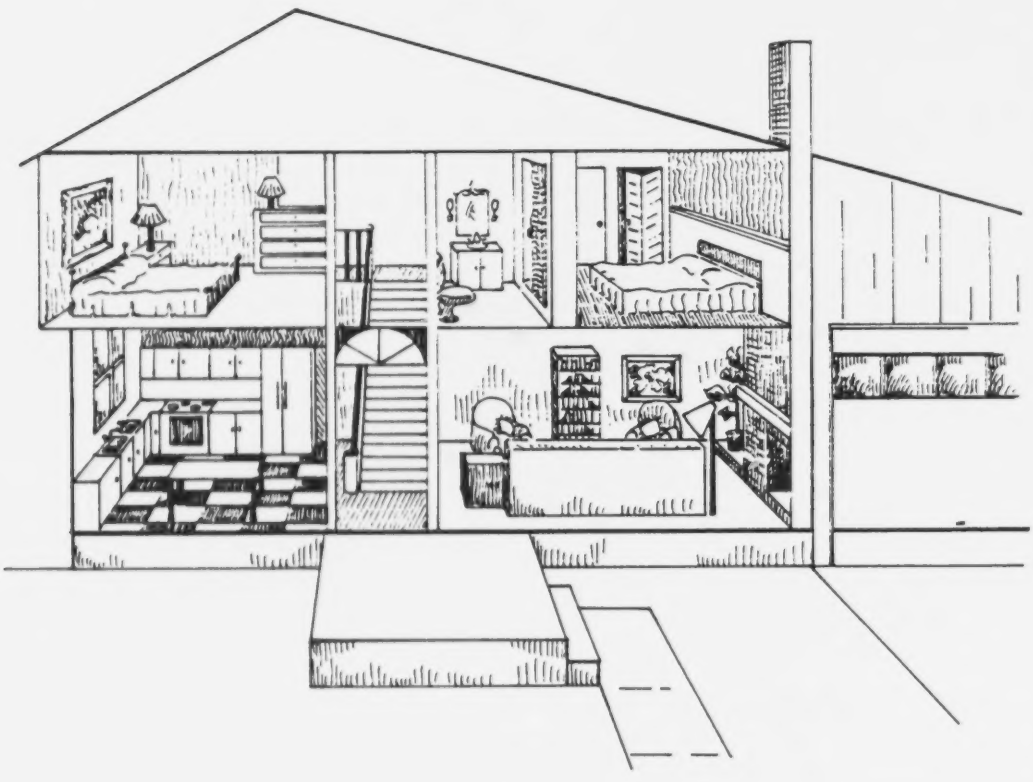
"Yuck! A spider!" screams Shana. Matthew and Elliot both jump up.

"Where's the spider?" yells Matthew.

"It's **crawling** on the suitcases. Let's get out of here!" says Shana. Elliot grabs Shana's arm, and the three run down the steps.

"You guys would have never found me if it weren't for that spider," says Elliot.

At the bottom of the steps, on the second floor, they all run down the hall into Shana's bedroom. They jump onto Shana's bed and start throwing pillows at each other. Matthew jumps off the bed onto the floor. THUD!



Mom hears the noise and yells up to the children. She is on the first floor in the kitchen. The kitchen is below Shana's bedroom. "What's all the noise up there? I have some cookies fresh from the oven. First one down gets the biggest."

Shana, Matthew and Elliot **scramble** down the steps. Elliot trails the hallway wall past the bathroom and living room into the kitchen. As the children are enjoying their cookies, the sun comes out from behind the clouds.

"Hey, we can play outside now. Last one on the **porch** is a crumbled cookie!" yells Matthew as they all hurry out the door.

**LISTEN AND LEARN**

Discuss each room that is found in a house. Use a doll house to reinforce the following:

- floors are on top of each other and are connected by stairs.
- the basement is the bottom of the house.
- the attic is the top of the house.
- the floor of one room is the ceiling of another.
- rooms share the same walls.

Discuss types of houses, i.e., two story houses, ranches, etc. Discuss how houses are built and the products they are made of, e.g., brick, siding, etc.

**GAMES FOR REINFORCEMENT**

*Name That Room*

Adult names an object found in a house, i.e., sofa, sink, table. Child must name the room or rooms where this item can be found. Variation: Adult names the room, and the child names different objects that can be found in that room.

**SING-A-LONG**

*(Sung to the tune "Old MacDonald")*

(*Street Name*) has a house; E I E I O.
And in this house there is a kitchen; E I E I O.
With a refrigerator here, a stove over there;
Here a sink, there a sink, everywhere a sink, sink.
(*Street Name*) has a house; E I E I O.

And in this house there is a bathroom; E I E I O.
With a toilet here, a sink over there;
Here a tub, there a tub, everywhere a tub, tub.
(*Street Name*) has a house; E I E I O.

And in this house there is a bedroom; E I E I O.
With a dresser here, a window there;
Here a bed, there a bed, everywhere a bed, bed.
(*Street Name*) has a house; E I E I O.

## HOME SWEET HOME WORKSHEET #1

**Fill in the blanks with the correct number.**

1. My house has _____ floors.
2. My house has _____ bedrooms.
3. My house has _____ bathrooms.

**Circle the kind of house you live in.**

| | | | |
|---|---|---|---|
| 4. ranch | two story | three story | trailer |
| apartment | two family | row house | bi-level |

**Circle all the rooms in each row that are in your house.**

| | | | |
|---|---|---|---|
| 5. bathroom | bedroom | kitchen | office |
| 6. living room | basement | den | laundry room |
| 7. family room | attic | study | dining room |

**Fill in the blanks with the correct word.**

attic basement stairs

8. The top of a house is the _____.
9. The bottom of a house is the _____.
10. I get from one floor to another by using the _____.

## HOME SWEET HOME WORKSHEET #2

**Fill in the blanks.**

1. Three pieces of furniture in my bedroom are:

_____ _____ _____

2. Three pieces of furniture in my living room are:

_____ _____ _____

**Circle the correct answer.**

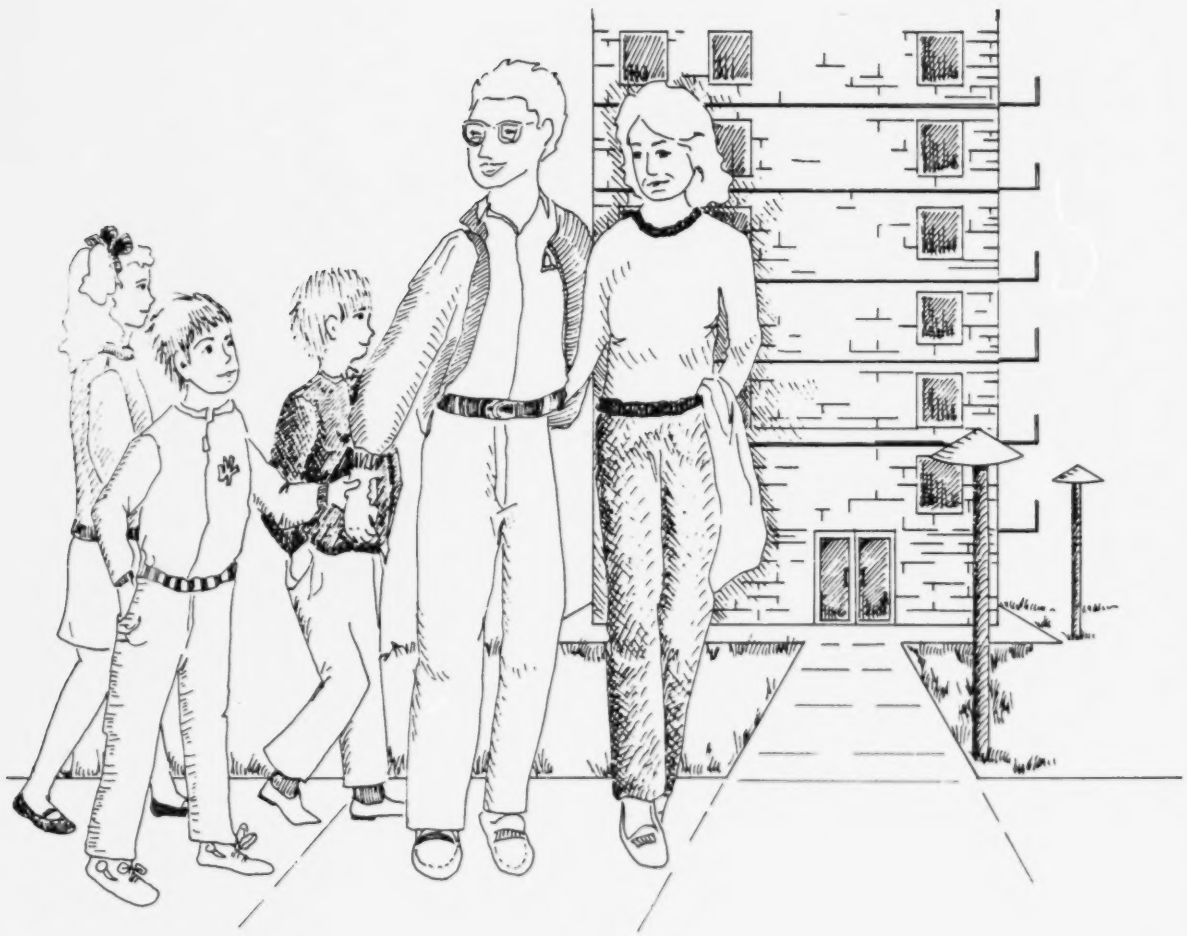
3. My bed is in the
   a. kitchen.
   b. bathroom.
   c. bedroom.

4. A refrigerator can be found in the
   a. bathroom.
   b. kitchen.
   c. living room.

5. A bathtub can be found in the
   a. bathroom.
   b. dining room.
   c. attic.

6. A sofa can be found in the
   a. kitchen.
   b. living room.
   c. dining room.

# MOVIN' ON UP



**NEW WORDS TO LEARN AND USE**

| | | | |
|---|---|---|---|
| apartment | buzzer | column | elevator |
| hallway | intercom | lobby | parking lot |
| speaker | stranger | | visitor |

Today is Sunday. Elliot and his family are going to visit Grandma and Grandpa. They live in a tall **apartment** building.

An **apartment** building is a place where people live. **Apartment** buildings have several floors. Each floor has many **apartments**. There is a long **hallway** on each floor with doors on both sides that lead into different **apartments**.

Elliot likes visiting his grandparents because Grandma bakes him chocolate chip cookies. These are his favorite. What are your favorite cookies?

Elliot and his family get into their car to drive to visit Grandma and Grandpa. They live in an **apartment** in the next town, and it takes 15 minutes to get there. When Elliot and his family arrive, they park their car in the **parking lot**. A **parking lot** is a large area where people leave their cars.

Elliot walks sighted guide with Dad to the entrance of the building. He can almost smell those cookies that Grandma has been baking. Dad helps Elliot find the **intercom** button to talk to Grandma and Grandpa.

An **intercom** works like a telephone. Elliot presses the button for his grandparents' **apartment**. Grandma hears a **buzzer** in her apartment and talks into a **speaker** in the wall.

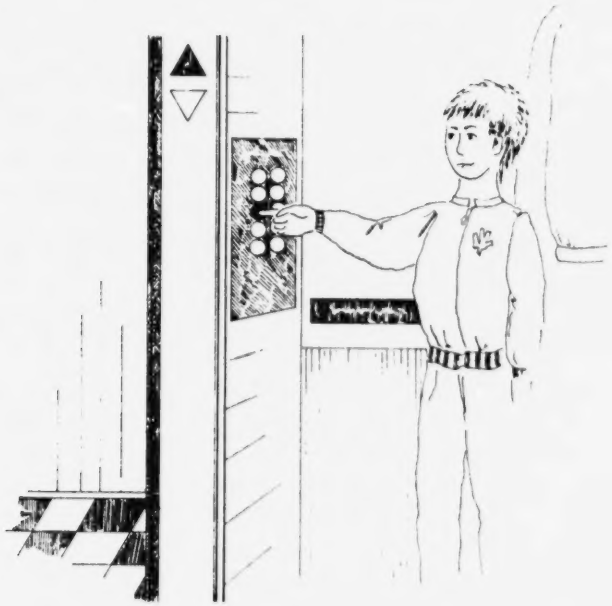
"Who is it?" Grandma asks.

Elliot hears Grandma's voice through a **speaker** in the **lobby** wall. "It's me, Grandma. It's Elliot."

A **buzzer** rings in the **lobby**, and the door unlocks. The front door of the **apartment** building is locked, just like the front door of your home. Grandma and Grandpa have a key to unlock the door. **Visitors**, like Elliot and his family, have to use the **intercom** to have the door unlocked. Have you ever spoken into an **intercom**? Grandpa says you should ask who it is before unlocking the door. "Don't let in **strangers**," he says.

Elliot and his family enter the building. Grandma and Grandpa live on the third floor. Their building has ten floors. To get to the third floor, Elliot and his family use the **elevator**. Dad presses a button on the wall, and the **elevator** doors open.

They all step in and turn to face the **elevator** door. The buttons for the floors are on a panel on the **elevator** wall.



The panel has two **columns** of buttons. The left **column** is numbered one to five. The right **column** is numbered six to ten. Remember, Elliot's grandparents live on the third floor. In which **column** will Elliot look for the correct button?

Elliot counts each button starting from the bottom of the left **column** until he reaches the third. PRESS!

Elliot hears the **elevator** doors close. Before he knows it, they are on the third floor. Grandma is waiting there with open arms. After giving Grandma a great big hug, Elliot trails the wall down the **hallway** and counts to the second door. He opens the door, and there stands Grandpa. Elliot jumps into his arms.

"Go ahead. They are in the kitchen," says Grandpa. Elliot walks into the kitchen using lower protective technique so he doesn't bump into the table. What do you think is in the kitchen for Elliot? COOKIES!

## LISTEN AND LEARN

Discuss:

- the similarities and differences between various types of apartments, i.e., tall apartment buildings, garden apartments, apartments over stores, townhouses, etc.
- the operation of an elevator and an intercom.
- the general layout of each floor, i.e., location of stairways, elevators, apartment doors, etc.

Visit an apartment building that has an elevator and/or an intercom.

With the child, design an elevator panel out of cardboard. Role play riding an elevator. Have the child cut out the buttons and paste them on the panel.

Role play using an intercom system to enter a building.

## SING-A-LONG

*(Sung to the tune "Frère Jacque")*

Apartment buildings, apartment buildings,
Can be tall, can be wide.

Lots of people live there,
Lots have elevators,
Push the button. Come on up.

My apartment,
Has a living room,
And a bath,
And a kitchen.

Two bedrooms and a hallway,
Rent is what I have to pay
To live here, to live here.

## MOVIN' ON UP WORKSHEET

**Fill in the blanks.**

1. Name someone who lives in an apartment. _____
2. How many floors are in their apartment building? _____
3. Do they have an intercom? _____
4. Do they have an elevator? _____

**Circle the items in each row that the person you named above has in his or her apartment building.**

| | | |
|---|---|---|
| 5. elevator | doorman | intercom |
| 6. lobby | hallway | doorbell |
| 7. staircase | laundry room | basement |

**Circle the correct answer.**

8. If your friend lived on the second floor of an apartment building, which elevator button would you press?

   a. 1 b. 2 c. 3

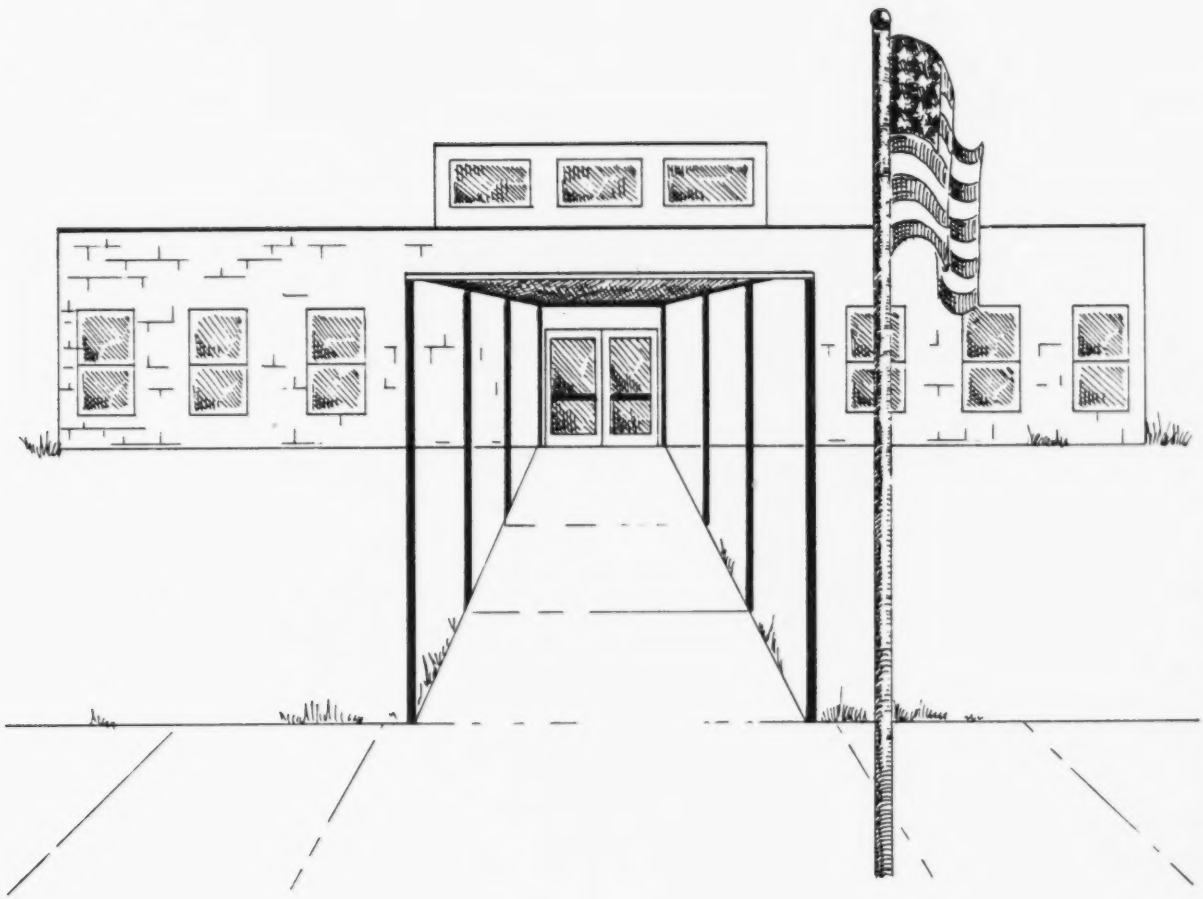
9. If your grandmother lived on the fifth floor of an apartment building, which elevator button would you press?

   a. 2 b. 5 c. 7

**Fill in the blanks.**

10. If the front door of your friend's building is locked, you would use the _____ to have the door unlocked.
11. If you wanted to enter your building and the door was locked, you would use a _____.

# SCHOOL DAYS, DOG DAYS



**NEW WORDS TO LEARN AND USE**

| | | |
|---|---|---|
| auditorium | cafeteria | greet |
| gymnasium | janitor | office |
| principal | secretary | volunteer |

"Woof, woof! Woof, woof!"

"What's that?"

"Did you hear that?"

"It sounds like a dog."

The boys and girls in Elliot's classroom all look toward the door. Just then, a little brown and white dog runs past. "Mrs. Lincoln, Mrs. Lincoln! There's a dog in our school!" shouts Sarah.

"Everyone - remain in your seats," says Mrs. Lincoln. "I need two **volunteers** to go to the **office**. Mrs. Tucker, the **principal**, is in charge of the school and should know about this."

All the students raise their hands high above their heads. "Okay, Elliot and Sarah, please go quickly to the **office**."

As Elliot reaches for Sarah's arm, he says, "We can go faster if we use sighted guide."

"Okay with me," says Sarah. "Hold on tightly."

When they reach the **office**, the **secretary greets** them. She stops typing and says, "Hi, Sarah and Elliot. May I help you?"

"We need to tell Mrs. Tucker there's a dog in our school!" exclaim the children. Just as Mrs. Tucker walks out of her **office**, the dog races past them toward the **cafeteria**.

"Follow that dog, Elliot and Sarah. Chase him out of our school!" says Mrs. Tucker excitedly.

Sarah and Elliot walk as quickly as they can down the hall toward the **cafeteria**. The **cafeteria** is a very big room with rows of long tables. The children eat lunch in this room. As they walk closer, Elliot can hear dishes clattering and children talking and laughing.

"Woof, woof! Woof, woof!"

"A dog! A dog!" yell the children. Sarah and Elliot arrive at the **cafeteria** door just in time to hear the dog run out into the hallway.

"Which way is he going, Sarah?" asks Elliot.

"He's running down the other hall toward the **auditorium**. C'mon, Elliot, let's run," replies Sarah. Elliot and Sarah reach the large **auditorium**. The dog is running between the rows of seats toward the stage. When Elliot and Sarah reach the stage, they once again hear the dog run out the door.

"This time he's heading toward the **gymnasium**," says Sarah. "Let's go!"

CRASH! CLANK! BANG!

As they come around the corner, Sarah sees Mr. O'Brien, the school **janitor**. His job is to keep the school clean. "Oh, Elliot! What a mess! The dog knocked over Mr. O'Brien, and his bucket fell on his head. He's all wet," giggles Sarah.

"Let's go help him, Sarah," says Elliot. "Mr. O'Brien, are you okay? Which way did the dog go?"

"I'm fine, kids. Thanks. Your little furry friend was scared by all the noise and ran out the front door," says Mr. O'Brien.

Elliot and Sarah walk slowly back to their classroom.

"Meow, meow! Meow, meow!"

"Oh, no!"

## LISTEN AND LEARN

Make a tactile map of a school. Use it to reinforce the layout of the building. Discuss:

- the types of rooms found in a school.
- the different jobs people perform in schools, i.e., secretary, principal, janitor, bus driver, etc.

## GAMES FOR REINFORCEMENT

*Errand Boy*

Using the tactile map, child is asked to show routes to various rooms.

After child is familiar with map, he is given various errands to perform throughout school, traveling the routes. For example, "Take a message to the office and give it to the secretary." Child reviews route on tactile map prior to traveling. He then travels to the office while practicing trailing and upper and/or lower protective techniques.

## SING-A-LONG

*(Sung to the tune "I Heard It Through the Grapevine")*

Oh, I bet you're wondering how I knew,
How to walk around my school.

First you start by walking straight,
Through the doors, now don't be late.

Down the hall and to the right,
Past the gym, my room's in sight.

Oh I heard a clue to help me,
Oh yeah, I heard the water fountain,
Mmmmmm, I know my classroom's next,
Oh, oh, I made it here on time.....

## SCHOOL DAYS, DOG DAYS WORKSHEET

**Fill in the blanks with the correct word.**

cafeteria office classroom gymnasium auditorium

1. The room in which I eat lunch is called the _____.
2. The room where we play ball is called the _____.
3. The room where I hear the typewriters is called the _____.
4. The room where I work most of the day is called the _____.
5. The room where I go to an assembly is called the _____.

**Circle the correct answer.**

6. The person who cleans the school is the

   a. janitor. b. secretary.

7. The person who helps students and teachers is the

   a. principal. b. bus driver.

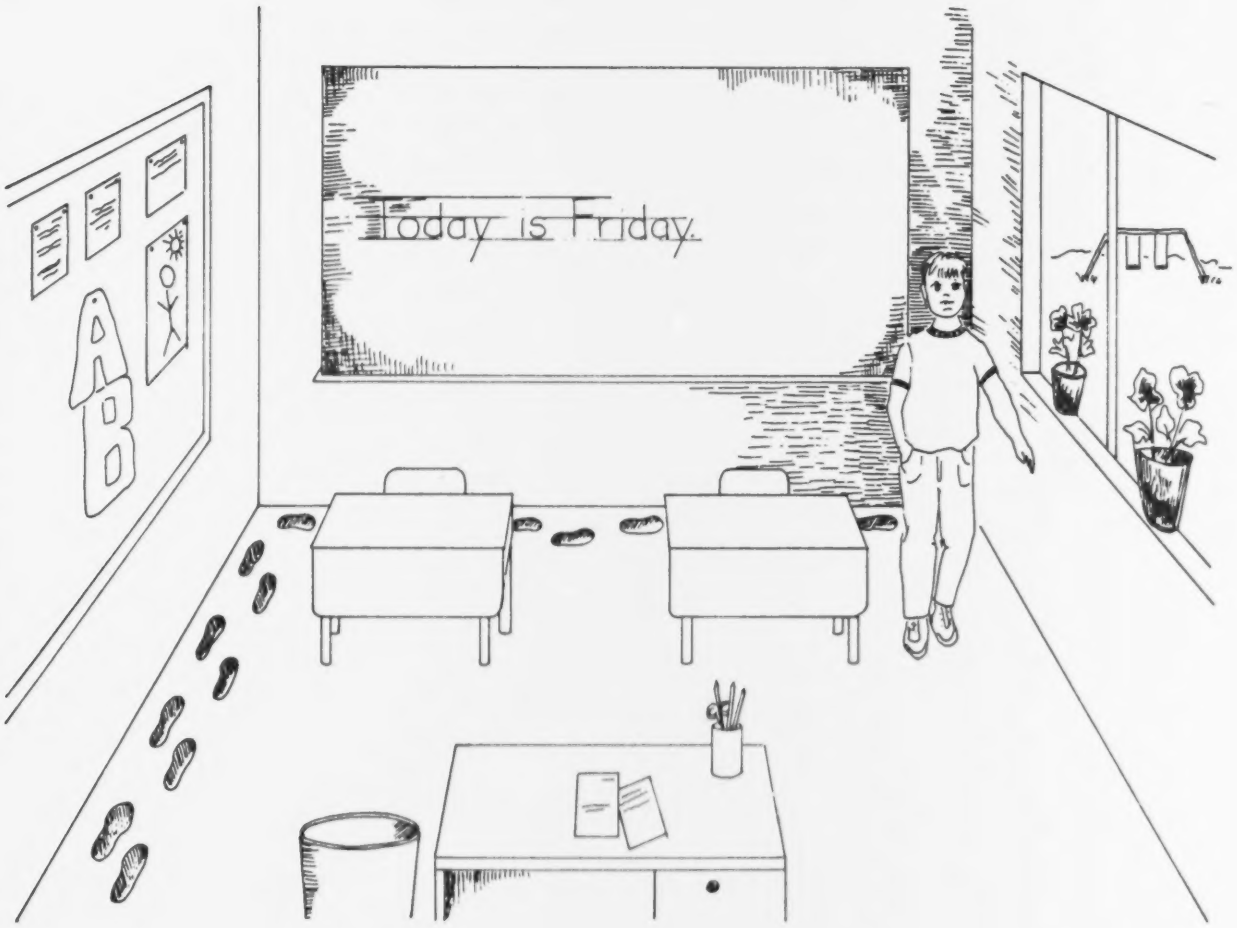
8. The person who answers the telephone in the school is the

   a. janitor. b. secretary.

9. The person who teaches me is my

   a. bus driver. b. teacher.

# I DID IT MY WAY




**NEW WORDS TO USE AND LEARN**

| | | | |
|---|---|---|---|
| accomplish | across | detective | edge |
| explore | home base | independent | middle |
| mission | mobility instructor | | side step |

"BEEP, BEEP!"

"Elliot, your **mobility instructor**, Mrs. Coleman, is here," shouts Mom. "Have fun!" Mom says as Elliot leaves the house.

"Today for your mobility lesson, Elliot, you are going to **explore** a room in the school," says Mrs. Coleman. "You are going to do it **independently** by playing **detective**. Your **mission** is to figure out what kind of room you are in."

Once at school, Mrs. Coleman and Elliot walk sighted guide to the doorway of the room.

"Okay **Detective** Elliot. Do the best job you can."

Elliot puts on his thinking cap. "I guess the easiest way to do this is to first walk around the **edge** of the room next to the walls," he thinks. Which technique do you think Elliot uses to walk safely around the room? How many walls will he **explore**? Elliot will trail four walls. He remembers everything he finds while trailing: a big desk; a trash can; windows; and a chalkboard.

"**Mission accomplished**," Elliot says to himself. "But what about the things that are not against the walls?" He decides to walk back and forth **across** the **middle** of the room. Elliot walks straight ahead from the door to the other side of the room. What technique should he use to protect himself?

Using lower protective technique, Elliot walks to the other side of the room. He turns around and **side steps**. He does not want to repeat the same path. Elliot keeps walking back and forth until the whole room is **explored**. Then he trails the wall to the door, his **home base**.

"Well, **Detective**, what kind of room do you think you are in?" asks Mrs. Coleman.

Elliot answers, "Well, I found a big desk, many little desks and a trash can. The different walls have windows, a bulletin board and a chalkboard. I'm in a classroom!"

"Good work, **Detective** Elliot. You solved the case," replies Mrs. Coleman. "Another mobility **mission accomplished**!"

## LISTEN AND LEARN

Self familiarization is a method of exploring a room systematically. Have child familiarize himself with several rooms. Begin with a small uncluttered room and progress to larger rooms with more furniture, etc.

- The child chooses a starting point, or home base, usually the entrance to the room.
- The child begins by trailing the perimeter of the room, noticing the location of objects as he travels from the home base.
- Upon returning to the home base, the child walks back and forth across the middle of the room until the entire room has been explored.

## GAMES FOR REINFORCEMENT

*Detective*

Play detective as Elliot does in the story. Choose an unfamiliar room and have the child explore that room. Child must identify what type of room it is.

*What Room Is This?*

This is a guessing game. Various pieces of furniture are named, and the child must guess the room, e.g.,

| | |
|---|---|
| phone, typewriter, desk. | *(office)* |
| trays, long tables, garbage cans. | *(cafeteria)* |
| sofa, lamps, television. | *(living room)* |

For additional practice, child can travel to that room using trailing or protective techniques.

**SING-A-LONG**

*(Sung to the tune "Home on the Range")*

Home, home base,
Trail around and return to your place.

Can you recall, what you found on the wall,
And which way you should face?

Windows across from the door,
A blackboard, some desks and much more.

A closet, a table,
I'm so glad I am able,
To take myself on a tour.

*(Sung to the tune "Muffin Man")*

Oh, can you find what's in the room, what's in the room,
what's in the room,
Can you find what's in the room,
All by yourself?

Start at a home base, a home base, a home base,
Start at a home base,
How about the door?

Trail down the side wall, the side wall, the side wall,
What do you touch on the side wall,
As you are walking by?

Now go across the middle, across the middle,
across the middle,
Now go across the middle,
And come back to the start.

Now you know what's in the room, in the room, in the room,
All by yourself you learned the room,
Now you can teach me.

## I DID IT MY WAY WORKSHEET

**Fill in the blanks with the correct room.**

1. If I were in a room and found a chalkboard, a desk and a bookshelf, I would be in a _____ room.

2. If I were in a room and found a couch, a television and a lamp, I would be in a _____ room.

3. If I were in a room and found a dresser, a closet and a bed, I would be in a _____ room.

**Circle the correct answer.**

4. The best technique I could use to travel around the walls of my bedroom is

   a. trailing. b. lower protective. c. upper protective.

**Fill in the blanks.**

5. How many walls does your bedroom have? _____

6. Walk from the door to the window in your bedroom. What things did you find along the way?

   _____

   _____

   _____

   _____

# THREE DOORS DOWN

**NEW WORDS TO LEARN AND USE**

| | | | |
|---|---|---|---|
| driveway | garage | neighborhood | residential |
| shade | sidewalk | | walkway |

Elliot's best friend, Rebecca, is having a birthday party. Rebecca lives three doors down the street. Elliot lives in a **neighborhood** that has lots of houses. There is grass between the houses and **sidewalks** in front. Mom says this is called a **residential neighborhood**.

Elliot is looking forward to going to Rebecca's party. He knows that if he walks on the **sidewalk**, he can count every **walkway** and **driveway** he passes. A **walkway** leads to a house; a **driveway** leads to a **garage**. When he counts three houses, he will be at Rebecca's.

It's time for the party! Elliot feels very grown up walking by himself carrying a present for Rebecca. He helped Mom pick it out in the toy store. Have you ever helped to shop for a present?

"Have fun, Elliot," Mom yells as she watches from the front porch. "Remember to trail the grass with your foot to find those **walkways** and **driveways**."

Elliot walks down the **walkway** and turns left at the **sidewalk**. He notices that there is grass on both sides of him. Elliot trails the grass closest to the house with his foot because he does not yet have a cane. He stays off the narrow strip of grass that is close to the street. There are trees planted there. Mom says she loves the **shade** from the trees, but Elliot remembers them more for the bump he got on his head when he was not using upper protective technique!

As he walks, Elliot thinks out loud, "**Driveway! Walkway!** House number one! Mrs. Miller's house." He continues to trail the grass.

"Who's that present for?" asks Mr. Jenkins from his front porch. Elliot passes Mr. Jenkin's **driveway** and stops at the **walkway**.

"It's for Rebecca. She's having a birthday party today."

"Enjoy the party," replies Mr. Jenkins. "Rebecca's house is next door." How many houses has Elliot counted so far?

"Finally, **driveway** number three. I have to remember to turn at the next **walkway**," thinks Elliot. He turns left and walks to the house.

Elliot rings the doorbell.

"Ding dong! Ding dong!" Rebecca answers the door.

"Happy Birthday, Buddy!"

**LISTEN AND LEARN**

Discuss:

- the physical characteristics of a residential environment.
- the relationships between the walkways, sidewalks and driveways.
- the different types of houses.
- different locations of garages, gardens, etc.

Make a tactile map of a neighborhood.

Practice locating the third house on the map. Find it in a neighborhood, as it was done in the story. Encourage the child to determine which technique to use to travel there safely, i.e., trailing (following grass with foot).

Explore the neighborhood of a friend or relative. Discuss the differences and similarities between it and the child's.

**GAMES FOR REINFORCEMEMT**

*A to Z Game*

With directions provided, the child must find objects in the neighborhood pertaining to each letter of the alphabet. The objects must be found in alphabetical order, and the child is not allowed to proceed until each object is located. For example, for the letter "A," the child must locate an alley. This game should be played in an area that is familiar to the child and may continue over several sessions.

*Can You Find Me?*

Adult thinks of an object in a residential area and provides clues concerning the object. Child must name the object. For example: "I am next to the street, and I am as long as the street." Child names the object, travels to it and explores.

**SING-A-LONG**

*(Sung to the tune "The Farmer in the Dell")*

We walk down the sidewalk,
In my neighborhood.
We pass lots of houses.
We feel so good.

We turn to the left.
We go up the walk.
We knock on the door.
We stop to talk.

We're on our way.
We had a nice day.
Careful at the driveways,
Let's go play.

## THREE DOORS DOWN WORKSHEET

**Fill in the blanks.**

1. Sarah lives in a residential neighborhood. Name two things you could find in front of her house.

_____ _____

**Fill in the blanks with the correct word.**

| walkway | driveway | sidewalk |
|---|---|---|

2. The _____ leads to the porch.

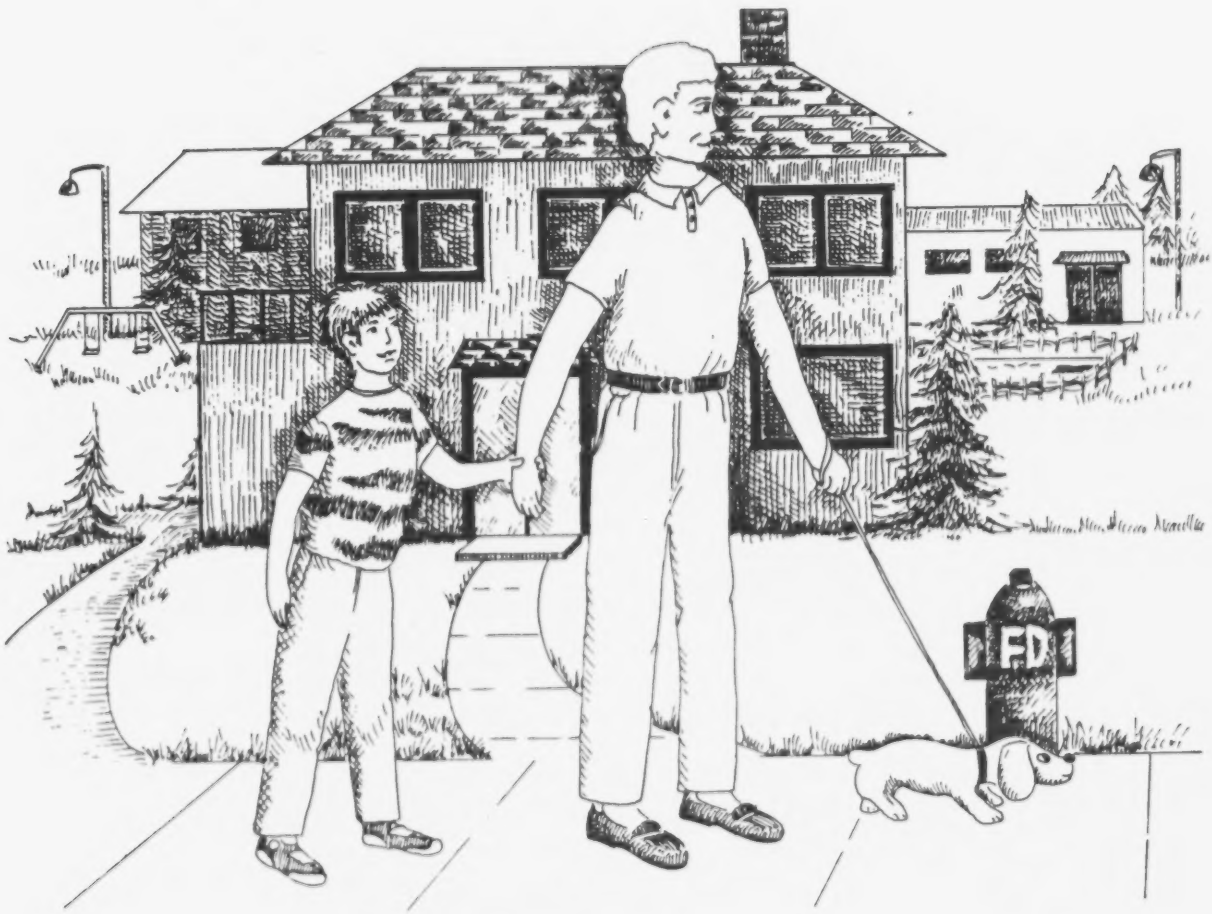
3. The _____ leads to the garage.

4. To go to your neighbor's house, walk on the _____.

**Circle all the things in each row you could find in a front yard in a residential neighborhood.**

| | | |
|---|---|---|
| 5. grass | mailbox | traffic light |
| 6. trees | sofa | elevator |
| 7. flowers | sink | fence |

# BOPPIN' AROUND THE BLOCK




**NEW WORDS TO LEARN AND USE**

| | | | |
|---|---|---|---|
| block | complain | connect | continue |
| corner | | dog guide | down curb |
| fire hydrant | | leash | square |

It is early evening - time to take Rusty for a walk. Dad **complains** because he must walk Rusty every morning and every night. Elliot thinks it is fun because they get to walk around the **block**.

Elliot knows that when they walk around the **block**, they are walking on four different sidewalks. The sidewalks are **connected** in the shape of a **square**. Every time you turn a **corner**, you are on another sidewalk or **block**. When you have gone around four **corners**, you will end up on the same sidewalk where you started.

Each sidewalk has a street next to it. How many streets do you think there are in a **square block**? There are four streets. In Elliot's neighborhood, all the streets are named after trees. He lives on Maple Avenue. The other streets on the **square block** are Holly Street, Elm Street and Walnut Street. What is the name of your street?

Dad, Elliot and Rusty leave the house and turn right. Elliot walks sighted guide with Dad. Dad holds Rusty's **leash**. They walk quickly so Rusty can get to his favorite stopping place - the **fire hydrant** on Holly Street.

Elliot knows they are getting close to Holly Street when he hears traffic in front of him. It sounds very close. Holly Street has more traffic than Maple Avenue. Before he knows it, he finds a **down curb** in front of him. Elliot knows this is the end of one **block**. If Elliot wants to go around the **block**, he must turn in the direction of the sidewalk. Dad, Elliot and Rusty turn right at the **corner**.

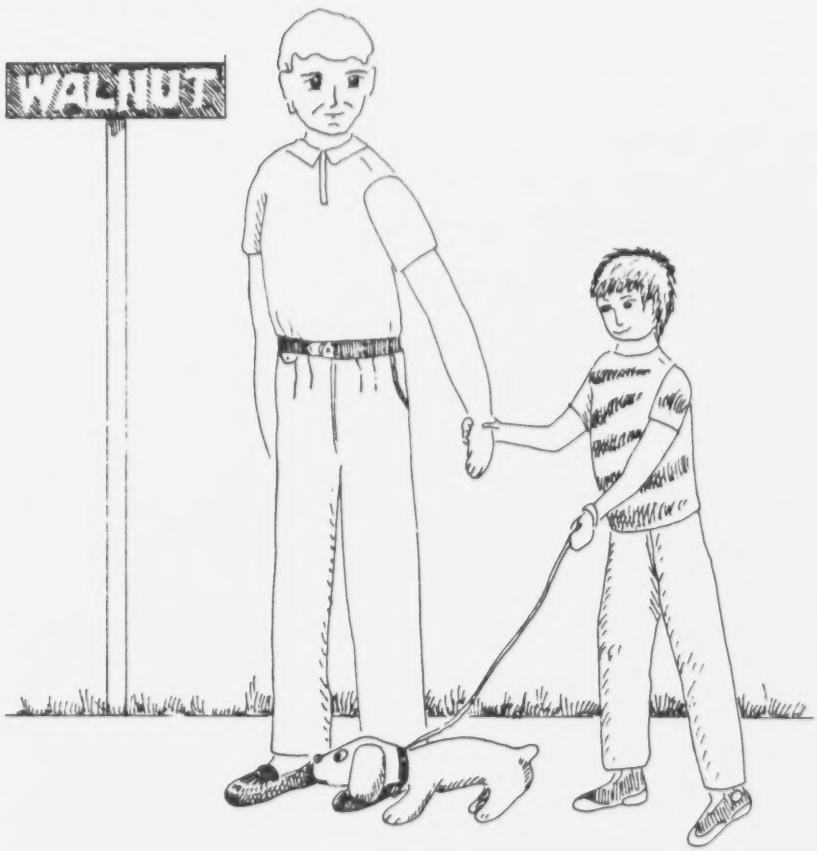
Rusty seems to know the way on Holly Street without much help. He stops at the **fire hydrant**.

Dad laughs and says, "I don't know why dogs like to go to the bathroom near a **hydrant**." Do you know what a **fire hydrant** is really for? There are **fire hydrants** on almost every block in Elliot's neighborhood.

Rusty is ready to **continue** walking. Now that Rusty is not in a hurry, Elliot gets to hold the **leash**. He dreams of the day when he will have a special dog, a **dog guide**, all his own. He read

a story about a **dog guide** and knows he has to be older to get one. For now he is happy that Rusty is his pet and friend.

They get to the **corner** of Holly and Elm Streets. How many **blocks** did they travel? They traveled two **blocks**, two sides of the **square**.




Dad says, "Turn right on Elm." Elm is **block** number three. What is the name of **block** number four? Walnut Street. Now they are back home from their trip around the **block**. Elliot gives Rusty a big hug, and they go inside.

**LISTEN AND LEARN**

Discuss these characteristics of a square block.

- There are four corners and four streets in a square block.
- To walk around the block make all turns in the same direction.
- The curb will be on one side and the buildings on the other.
- No streets are crossed when walking around a square block.

**GAMES FOR REINFORCEMENT**

*A to Z Game*

With directions provided, the child must find objects in the neighborhood pertaining to each letter of the alphabet. The objects must be found in alphabetical order, and the child is not allowed to proceed until each object is located. For example, for the letter "H," the child must locate a hydrant. This game should be played in an area that is familiar to the child and may continue over several sessions.

*Rockin' Around the Block*

Adult places eight rug pieces or eight cardboard squares on the floor in the shape of a square. The "start" square, or home base, is made of a contrasting texture. Child and adult start at the same spot and travel in opposite directions. Adult asks a question concerning a trip around the block. Child moves to the next square if correct. If incorrect, adult moves to the next square. The first one *Around the Block* is the winner.

Sample questions for *Rockin' Around the Block*:

1. What shape do you make when you walk around the block?
2. To walk around the block you walk on _____ different streets.
3. To walk around the block you pass _____ different corners.
4. Do you cross any streets when you walk around the block?
5. As you walk around the block, if the street is on your right, the houses are on your _____.
6. As you walk around the block, if the street is on your left, the houses are on your _____.
7. To walk around the block make all turns in the ____ direction.
8. When you reach the _____ you are at the end of a block.
9. Traffic sounds are the loudest when you are at the _____.

**SING-A-LONG**

*(Sung to the tune "Frere Jacques")*

Out of my house, down the walkway,
Grass on my left, grass on my right,
Turn and walk on the sidewalk,
Find all the driveways,
On the block, on the block.

Around the block, around the block,
Walk a square, walk a square.
Come to a corner, follow the sidewalk,
One, two, three, then comes four.

Houses on the left, street on the right,
Grass on my left,
Trees on my right.

I walk on the sidewalk,
I can find some driveways,
As I go, as I go.

*(Sung to the tune "Rock Around the Clock")*

When I go outside I make a right,
I go to the corner, make another right.

I'm gonna bop around the block tonight,
I'm gonna stay on the sidewalk 'til the traffic light,
I'm gonna bop, gonna bop around the block tonight.

There are four streets in a square block,
I go around, then I'm home KNOCK, KNOCK.

I'm gonna find out what the street signs say,
When I find the answer, I'll know my way,
I'm gonna bop, gonna bop around the block tonight.

## BOPPIN' AROUND THE BLOCK WORKSHEET

**Fill in the blanks.**

1. What is the name of the street that you live on? _____
2. What is your house or apartment number? _____
3. What town do you live in? _____
4. What state do you live in? _____
5. What is your address?

_____

_____

_____

**When you walk around the block,**

6. how many different sidewalks do you walk on? _____
7. how many turns do you make? _____
8. how many corners do you come to? _____
9. how many streets do you cross? _____

**Fill in the blanks.**

10. I live on _____.
*(your street name)*

The other three streets of my square block are:

_____,

_____ and

_____.

# COUNTRY BOY

**NEW WORDS TO LEARN AND USE**

| | | | | |
|---|---|---|---|---|
| beeper ball | country | cricket | farther | |
| giggle | kickball | rural | rustle | sway |

"Elliot, hurry! Everyone is waiting in the car," yells Mom. Elliot hurries down the steps and out of the door to the driveway. He is excited because today he is going to his cousin's house in the **country**. Have you ever visited someone who lives in the **country**? They would live in what is called a **rural** neighborhood.

Although Mom says that the ride will not be too long, it seems to take forever. Finally, they arrive at his cousin's house. The first thing Elliot notices when they get out of the car is how quiet it is. There are no buses and very few cars. All Elliot can hear is the wind and his cousin's dogs barking. Elliot can feel the wind on his face. Mom says that is because there are not as many buildings blocking the wind. He can hear the **rustle** of the leaves on the tree branches as they **sway** back and forth.

After everyone says hello, Sam, Elliot's cousin, says, "Let's play **kickball**." Elliot loves playing **kickball** because Sam's backyard is much larger than his. Sam loves playing **kickball** with Elliot because they use a **beeper ball**. Elliot can hear where the **beeper ball** is.

"You're up, Elliot. Get ready to kick."

Matthew yells from first base, "Over here Elliot." Elliot kicks the ball and runs as fast as he can toward Matthew's voice.

"You're out, Elliot!" they all shout together.

"Aw, let's play some other games," Elliot moans. What games do you like to play outdoors?

They play several different games during the day, but the best part of the day is at night. Sam, Elliot and Matthew are going to sleep outside in a tent. Shana likes camping too, but not with all those boys. She will sleep in a nice, comfortable bed in the house.

"Hey, let's go get Jesse," Sam says. Jesse is Sam's friend. Sam and Elliot walk sighted guide together, and Matthew and Shana follow behind.

"It sure is a lot **farther** to walk to a neighbor's house in the country than back home," Elliot thinks to himself.

"Hey, where are the sidewalks?" Elliot says out loud.

"In the country there are no sidewalks. People walk along the side of the road," Sam explains.

When they get back to the tent, they crawl inside their sleeping bags. They talk and **giggle** for a long time telling ghost stories. It gets quiet. The boys have finally fallen asleep. All you can hear are the **crickets** singing.

## LISTEN AND LEARN

Discuss the differences, if any, between a rural environment and where the child lives.

Tape various sounds that are heard in the country such as the wind, dogs barking, a tractor, crickets, frogs, etc., and have the child identify the sounds.

Pitch a tent and discuss the aspects of camping outdoors.

## GAMES FOR REINFORCEMENT

*Outdoor Games*

Play games on the grass, such as tag, beeper kickball, etc.

*What Am I?*

Adult thinks of characteristics or objects associated with a rural environment. Clues are provided for the child who then guesses what the characteristic or object is. For example, "I sometimes have a house outside. I usually am on a chain and sleep on straw. I am noisy when people visit. I have four legs and fur. What am I?"

## SING-A-LONG

*(Sung to the tune "A Farmer in the Dell")*

The country is a place,
The country is a place,
Where it is very quiet,
With lots of open space.

A house over here,
A barn over there,
There are no sidewalks,
To get from here to there.

We walk on the grass,
We walk in the road,
We follow the fences,
We listen for the toads.

We like to live out here,
The air is very clear,
We have little traffic,
And nothing to fear.

But one thing I will say,
If I had my way,
I'd visit the city,
Every other day.

## COUNTRY BOY WORKSHEET

**Circle the things in each row you would find in the country.**

| | | |
|---|---|---|
| 1. grass | horses | crickets |
| 2. trees | traffic | barns |
| 3. tall buildings | dogs | sidewalks |
| 4. trains | streams | chickens |

**Circle the correct answer.**

5. When I am in the country, I walk on the

   a. sidewalk. b. road.

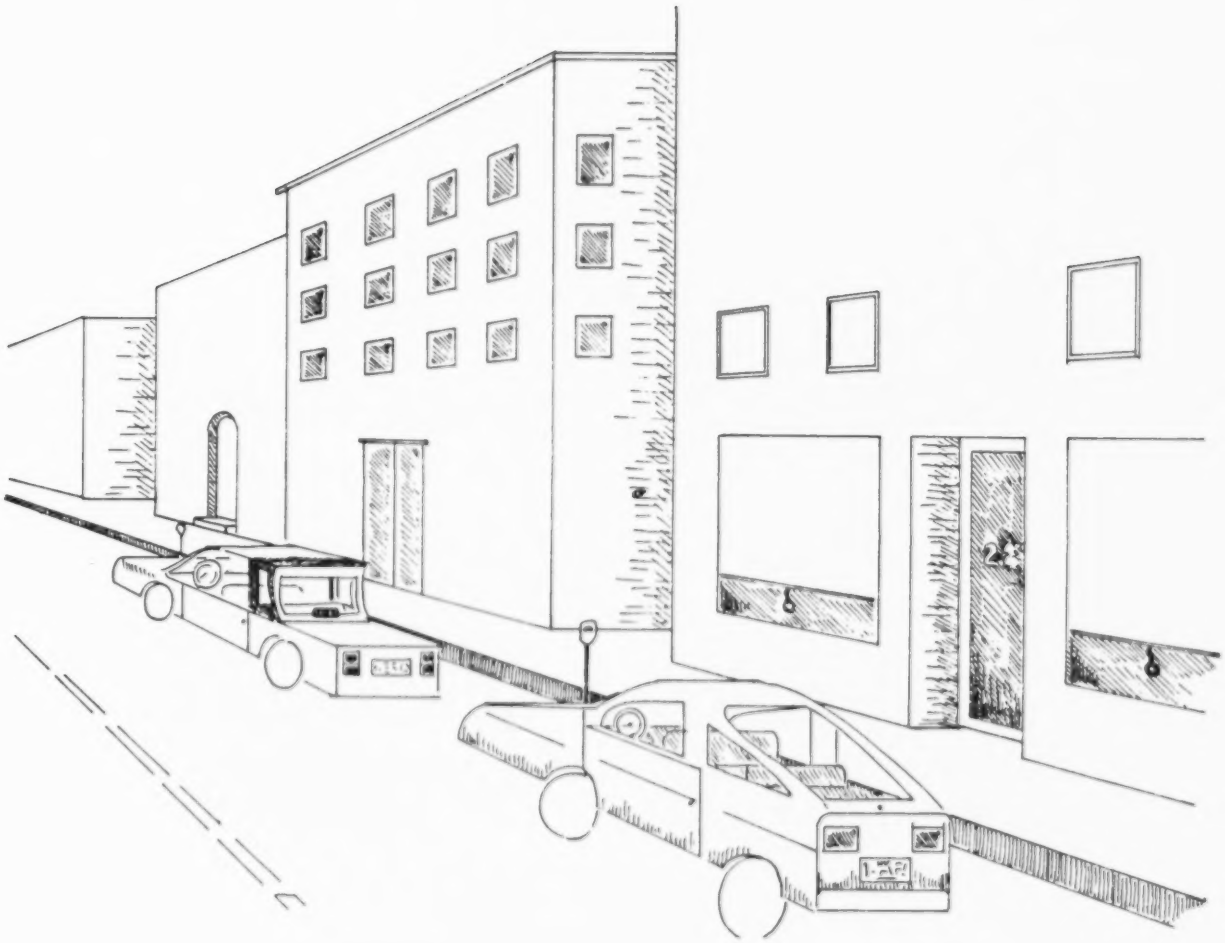
6. When I am in the country, I hear

   a. traffic. b. crickets.

7. When I am in the country, I will meet a

   a. farmer. b. train conductor.

# CITY SLICKER



**NEW WORDS TO LEARN AND USE**

| | | | | |
|---|---|---|---|---|
| city | fancy | field trip | frisbee | jog |
| museum | partner | section | theater | |
| traffic jam | urban | velvet | wide | |

Elliot and his class are going on a **field trip** into the **city** today. They will be in an **urban** neighborhood. The children are all so excited. They cannot stop talking about all the things they are going to do on their trip. They will go to a **museum**, see a play and have a picnic in the park. Mrs. Lincoln, their teacher, talks to the children during the ride into the **city**.

"Everyone, stay with your **partners**. Don't walk away from the group. There is much noise and activity in the **city**. It has many people and lots of **traffic**. That's why Mrs. Silver and Mrs. Kendall are here to help us on the trip."

The first stop is the **museum**.

"Everyone off the bus," calls the driver. While getting off the bus the children are talking about what they want to see first. Elliot's favorite **section** is the one where you can touch things.

Later, outside the **museum**, everyone is talking about what they saw. David liked the dinosaurs, and Alyse liked the whales. Everyone liked something different.

"Find your **partners**! We are going to the park now," says Mrs. Lincoln. As they are walking, Elliot notices that a lot of people are quickly passing him. How do you think he knows this? He can hear their footsteps as they go by him.

"How do all these people fit on the sidewalk?" Elliot wonders out loud. Just then, he hears Brandon shout, "WOW, this is a **wide** sidewalk!"

Justin exclaims, "Look at all these tall buildings!"

The class reaches the end of the block. WHOOSH!!! The wind is really strong at the corner. Why do you think the wind is so strong at the corner? There are no buildings at the corners to block the wind.

They arrive at the park and find the picnic area. There is a lot of activity. People are riding bicycles, **jogging** and playing **frisbee**. After eating, the children play until it is time to go to the **theater**.

On the way, the school bus gets caught in a **traffic jam**. Do you know what a **traffic jam** is?

"Hurry up, hurry up!" the children chant. "We don't want to be late for the play."

In a few minutes the **traffic jam** clears, and they are on their way again. They arrive at the large **theater** with the **fancy** lights. Everyone finds a seat. Elliot likes the way the **velvet** chairs feel when he sits down.

"Shhhhh, " says Mrs. Lincoln. "It's time to sit back and enjoy the play."

## LISTEN AND LEARN

Discuss the various characteristics of a city. Include:

- various types of buildings.
- vehicular and pedestrian traffic.
- wide sidewalks.
- displays on sidewalks in front of stores.
- a city park.
- the grid pattern of streets.

Visit a large city and explore.

## GAMES FOR REINFORCEMENT

*Rat Race*

Set up a start and a finish line opposite from one another, as far apart as possible.

Questions relating to the city are asked. For example:

- Are the sidewalks in a city narrow or wide?
- Is the city quiet or noisy?
- In the city, do the people move slowly or quickly?
- Would you have a picnic in a park or in a museum?

Adult asks the first question. If the child answers correctly, he moves one step (or hop or skip) forward. If the child is incorrect, he remains at the same place.

Child asks next question, and adult responds. Race continues, alternating between child and adult, until the finish line is reached.

*What Am I?*

Adult thinks of characteristics or objects associated with an urban environment. Clues are provided for the child who then guesses what the characteristic or object is. For example, "I turn red, green or yellow. I tell drivers to stop or go. I hang on a wire or a pole. What am I?"

*Country Mouse, City Mouse*

Adult names a characteristic or sound of a city or country environment, e.g., "wide sidewalk," "ribet, ribet," "beep, beep," "open space," etc. Child responds "Country Mouse" or "City Mouse" appropriately.

**SING-A-LONG**

*(Sung to the tune "Downtown")*

When you go traveling on the city sidewalk,
It is really wide,
Downtown.

Buildings are tall,
With many, many floors,
They reach up to the sky,
Downtown.

There is lots of traffic,
And it's oh so very loud.
People on the sidewalk,
In the middle of the crowd.

It's busy here,
Downtown.

## CITY SLICKER WORKSHEET

**Circle the correct answer.**

1. The sidewalks in the city are

   a. narrow. b. wide.

2. The buildings in the city are

   a. short. b. tall.

3. The traffic in the city is

   a. noisy. b. quiet.

**Circle the things in each row you would find in a city.**

| | | |
|---|---|---|
| 4. parking meters | buses | tractors |
| 5. traffic jams | streams | offices |
| 6. cows | subways | parks |

**Fill in the blanks with the best words.**

museum park theater store barn

5. Four places I can visit in the city are a: _____
   _____
   _____
   _____.

# AREN'T YOU HUNGRY?

**NEW WORDS TO LEARN AND USE**

| | | |
|---|---|---|
| aisle | automatic door | cashier |
| cash register | checkout counter | groceries |
| shopping cart | | supermarket |

When school is finished at 3:00, Elliot is going food shopping with Grandma. They are going to the **supermarket**. Elliot cannot wait for school to be over. Grandma always buys a special treat for Elliot to eat. What is your favorite treat?

Grandma meets Elliot at her car. He sits in the front seat and remembers to buckle his seatbelt. When they reach the **supermarket**, Grandma parks the car in the parking lot.

"Take my arm, Elliot. We have to be careful," says Grandma. "Many cars are pulling in and out of the parking lot."

Elliot loves going into the **supermarket**. He likes to step on the rubber mat and listen for the doors to open. These are called **automatic doors**.

Once they are inside, Grandma gets a **shopping cart**. A **shopping cart** is like a big basket on wheels. Grandma puts the **groceries** in the cart because she cannot carry everything she has to buy. When Elliot was little, he would sit in the seat in the front of the cart. Now that he is bigger, he can barely fit in the seat. He walks beside Grandma and holds onto the **shopping cart**. He helps to push the cart. Do you sit inside the cart or help to push it?

As they walk through the **aisles**, Grandma says, "Here is a list of things we need to buy."

*potatoes*
*bread*
*frozen peas*
*a treat for Elliot*

Elliot knows that the store has many rows of food. These rows are called **aisles**. Everything has its special place so that people can find what they need. Vegetables and fruits are in one **aisle**, bread in another, cereal in another. Can you name other kinds of food you can buy in the **supermarket**?

"We have to turn left to get the potatoes," says Grandma.

"Grandma, how do you know which way to go?" asks Elliot.

"There are signs hanging from the ceiling over each **aisle**," she answers.

Grandma and Elliot go to the fruit and vegetable **aisle**. Elliot smells oranges. Grandma lets him feel some different vegetables. He feels lettuce, a bunch of carrots, a cucumber and finally a potato. Do you know what a potato feels like?

Next they go to the bakery **aisle** for bread.

"Ummmm. It smells so good here. It reminds me of when Mom bakes brownies," says Elliot.

Grandma turns down another **aisle**.

"Brrr, it's cold here," shivers Elliot.

"Yes," Grandma says. "This is the frozen food **aisle**." Elliot reaches out his hand and says, "This refrigerator is different from ours at home. There's no door."

"That's correct," says Grandma. "You can reach in and choose whatever you want." Grandma picks out a bag of peas.

Finally it is time to get Elliot's treat. It is also in the frozen food **aisle**. Can you guess what he wants?

"Ice cream! I want chocolate chip!" shouts Elliot. Grandma picks up a carton of chocolate chip ice cream and hands it to Elliot.

"Hurry home, Grandma," he says. "I can't wait to eat my ice cream."

"No dear. We have to pay for the food at the **checkout counter** first," Grandma explains. Elliot suddenly hears the **cash registers** ringing. He helps Grandma take the food out of the **shopping cart** and put it on the moving counter.

The **cashier** adds Grandma's order on the **cash register** and says, "That will be $4.75 please." Grandma hands her the money and waits for her change. Grandma carries the bag of **groceries** out to the car.

As they are walking, Elliot reaches over and touches the bag of **groceries**. He feels the cold ice cream carton through the paper bag.

"Let's get home quickly, Grandma, before the ice cream melts!"

## LISTEN AND LEARN

Discuss and explore the characteristics of a grocery store. Include:

- automatic doors.
- shopping carts.
- aisles and shelves.
- various sections (frozen food, produce, etc.).
- checkout counters.
- cash registers.

Explore the various sizes and types of containers. Discuss where these items would be found in the grocery store.

## GAMES FOR REINFORCEMENT

*Let's Go Shopping*

Collect empty containers, boxes and cartons from different foods. Set up an imaginery grocery store with aisles and sections. Use play money, a cash register, and a shopping cart. Make up a list and pretend to go shopping. Role play paying for the groceries.

## SING-A-LONG

*(Sung to the tune "Oh My Darling Clementine")*

Supermarkets are so busy,
There is food every place.
Get a shopping cart,
find your list,
We are buying dinner today.

Pack the bags, pay your money,
Step on the rubber mat.
The doors will quickly open,
What do you think of that?

Smell the baked goods,
Feel the apples,
Put your choices in the cart.
The cashier is in the front,
You have listened and are smart.

Set the table, cook the food,
Eat your dinner, sweep the floor.
Clean the dishes, wipe the table,
Tomorrow at breakfast
there'll be more.

## AREN'T YOU HUNGRY WORKSHEET

**Fill in the blanks.**

1. Three things I can buy in the grocery store are:
   _____,
   _____ and
   _____.

2. Something I can buy in the fruit and vegetable aisle is:
   _____

3. Something I can buy in the frozen foods aisle is:
   _____

4. Something I can buy in the bakery aisle is:
   _____

**Fill in the blanks with one of the following phrases.**

dairy fruits and vegetables canned goods

5. Chicken soup is in the _____ section.
6. Apples are in the _____ section.
7. Broccoli is in the _____ section.
8. Milk is in the _____ section.

**Write *yes* or *no*.**

9. The cashier wears roller skates. _____
10. The cashier collects money. _____
11. The cashier rides in a cart. _____
12. Automatic doors are at the back of the store. _____
13. Automatic doors open when I stand in front of them. _____
14. I have automatic doors at my house. _____

# SHOPPING FOR TREASURES

**NEW WORDS TO LEARN AND USE**

| | | | |
|---|---|---|---|
| bank | drug store | errand | hardware |
| postcard | post office | treasure hunt | |

Elliot and Dad are going all over town to run **errands** today. Dad says running **errands** means stopping at many different kinds of stores to buy things they need.

"Let's make this trip into a **treasure hunt**," says Dad. "I'll tell you what I have to buy, and you tell me which kind of store we have to go to." Elliot likes playing this game. It makes all the walking they have to do more fun. They joke around a lot when they play **treasure hunt**.

"I'm going to a store to buy toothpaste, aspirin and shaving cream," says Dad.

"That's easy," says Elliot. Can you guess what Elliot's answer is?

"The **drug store**."

"You're right, but I could have fooled you on that one," says Dad. "I can buy those same things in another kind of store." Can you think of another store that might sell toothpaste, aspirin and shaving cream?

"Okay son. Here's our next treasure. We have to buy stamps."

"**Post office**!" shouts Elliot.

"You got it!" answers Dad. "I also have to mail a letter and buy some **postcards** while we're there."

"Please let me mail the letter," begs Elliot. He likes to drop letters in the slot in the wall inside the **post office**. Do you know what happens to a letter after it is mailed?

"Come on, Elliot. The next place will have tools, nails and lumber- all the things I need to finish building your clubhouse."

Elliot knows it is the **hardware** store, but he pretends he does not know.

"Give me more clues, Dad. I can't guess."

"Well," says Dad. "You can buy nuts and bolts and lawn mowers and all other kinds of **hardware** . . . oops, I gave you the answer!"

Elliot laughs. "I knew it all along."

"Okay! Next - hamburgers, french fries and milkshakes," says Dad.

"Oh boy," says Elliot. "We are going to Burgerland!"

"You get the treasure, my boy, but only if you can guess one more place. Where will I get the money to pay for lunch?"

"The **bank**!" Elliot replies.

"Ha, ha, I fooled you, Elliot. I get it from Mom," laughs Dad.

As they are munching on french fries, Elliot thinks to himself, "The best treasure of all is being with my Dad."

## LISTEN AND LEARN

Discuss various types of stores. Include:

- drug store.
- post office.
- grocery store.
- hardware store.

Discuss the various items available in each store.

## GAMES FOR REINFORCEMENT

*Buy It!*

Adult names a type of store. He then names various items that can or can't be purchased in that store. The child has a real or pretend buzzer in front of him. As the item is named, the child presses the buzzer, jumps up and yells "BUY IT" if the item can be purchased in that type of store. The child remains seated if the item cannot be purchased in that store. For example:

> Adult says, "We are going shopping in a drug store. We are going to buy toothpaste."
>
> Child yells "BUY IT" as he presses the buzzer.
>
> Adult says, "Wood."
>
> Child sits quietly.

## SING-A-LONG

*(Sung to the tune "Frere Jacque")*

We are shopping,
At the drug store,
For toothpaste,
And shampoo.

Hardware store is next,
Let us buy a hammer,
And some nails,
To fix our house.

At the post office,
We buy stamps,
Twenty-five cents,
To mail a letter.

Drop it in the mailbox,
Send it to a friend,
To say "hello,"
To say "hello."

## SHOPPING FOR TREASURES WORKSHEET

**Circle the correct answers.**

1. Circle the items you can buy in a drug store.

| | | |
|---|---|---|
| toothpaste | a giraffe | aspirin |
| a car | shampoo | bubble bath |

2. Circle the items you can buy in a hardware store.

| | | |
|---|---|---|
| a dog | nails | a ladder |
| ice cream | paint | a shovel |

3. Circle the items you can buy in a post office.

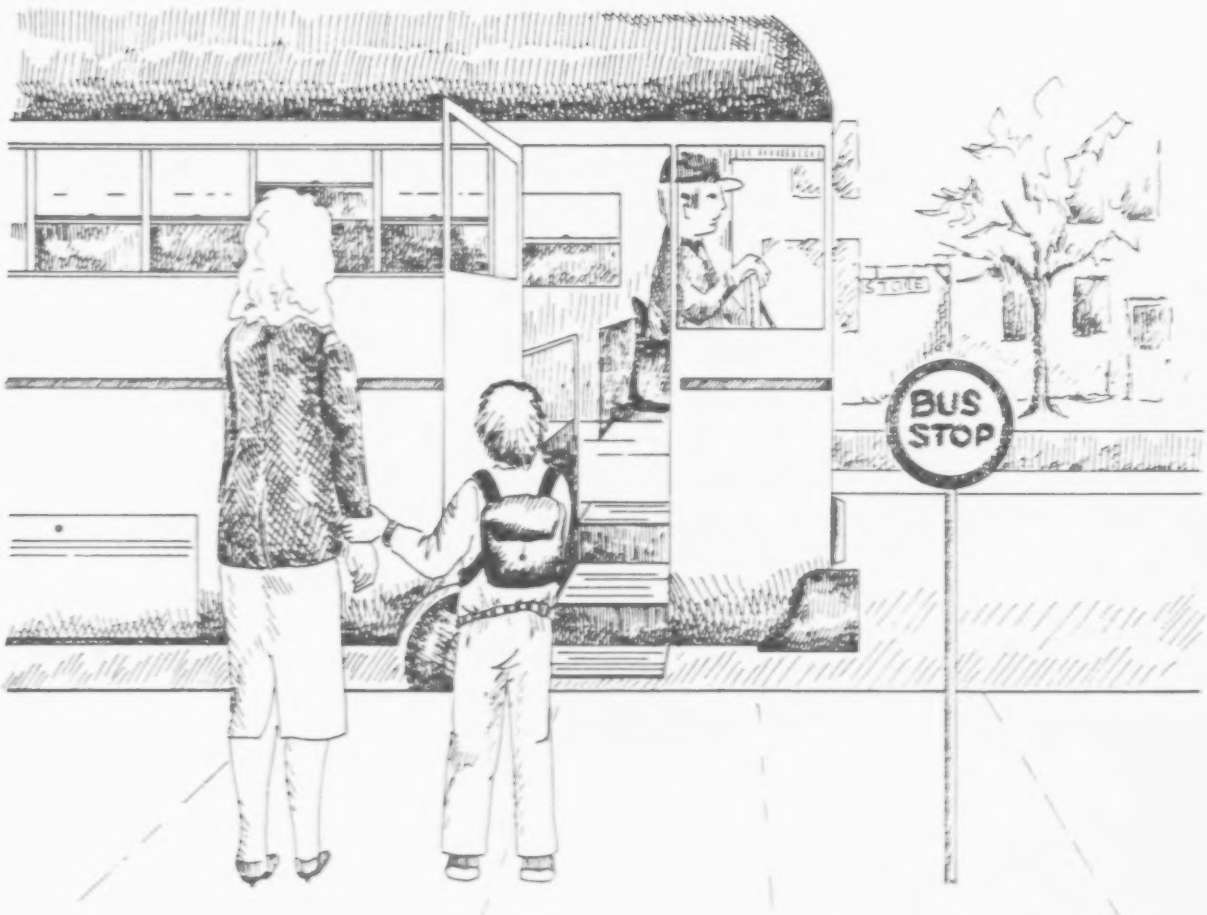
| | | |
|---|---|---|
| stamps | a bicycle | a fish |
| envelopes | crayons | a pumpkin |

**Fill in the blanks with the correct place.**

| | | | |
|---|---|---|---|
| grocery store | toy store | bank | post office |
| pet store | hardware store | | drug store |

4. I can buy soap in a _____.
5. I can buy orange juice in a _____.
6. I can buy a coloring book in a _____.
7. I can buy candy in a _____.
8. I can buy a beach ball in a _____.
9. I can buy a hammer in a _____.
10. I can buy a turtle in a _____.

# THE WHEELS ON THE BUS GO ROUND AND ROUND




**NEW WORDS TO LEARN AND USE**

| | | | |
|---|---|---|---|
| bus | bus shelter | bus stop | cord |
| exact change | fare box | repair shop | |

Elliot's mom is meeting him after school today. Mom usually picks him up in the car, but the car is in the **repair shop**. Today they will ride the **bus**.

At 3:00 on the dot Elliot meets his mom near the front door of his school. He gives her a big hug and kiss when she arrives.

Do you still have the change I gave you this morning for the **bus**?" Mom asks.

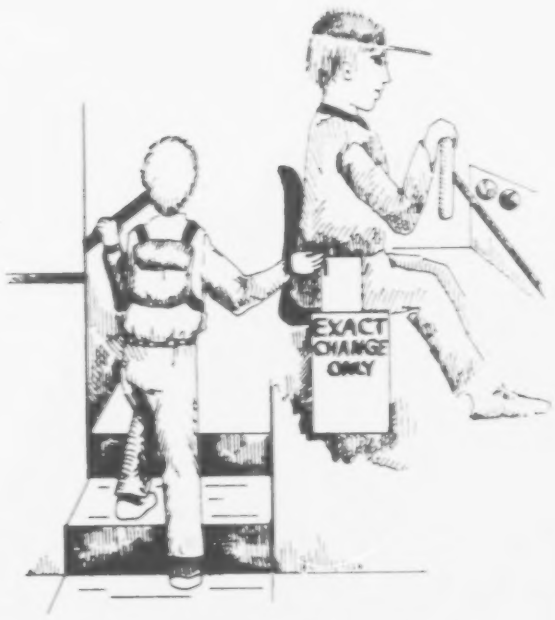
"Yes," Elliot answers. "It's in my front pocket."

"Good," she says, "because you need **exact change** to ride the **bus**." Do you know how much it costs to ride the **bus**?

They begin walking toward the **bus stop**.

"How will we know when we get to the **bus stop**, Mom?" asks Elliot.

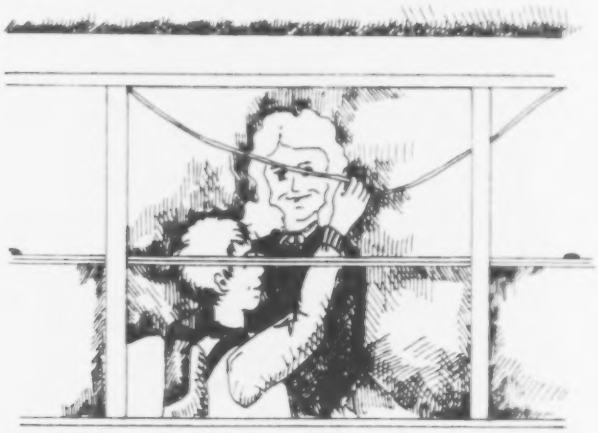
"**Bus stops** are found every few blocks. You know there is a **bus stop** because there is usually a sign on a pole or a **bus shelter** near the curb."



In a few minutes the **bus** pulls up to the curb. Elliot notices that the motor is in the back of the **bus**, not in the front like in their car. The driver opens the doors, and they climb the three steps. Elliot drops the money into the **fare box**.

"Jingle, jingle." The money drops to the bottom of the box. They walk down the aisle and find two empty seats.

As the **bus** travels along, it becomes very crowded. People are sitting in front of and behind Elliot. Other people stand in the aisle.



"Our stop is next," says Mom. "Pull the **cord** above the window." The buzzer sounds and the driver knows to stop at the next corner.

"Maple Avenue," calls the driver.

"Thank you and good-bye," replies Elliot, and off they go to their house.

## LISTEN AND LEARN

Discuss the physical characteristics of a bus including the location of the:

- bus driver's seat.
- steps to enter the bus.
- fare box.
- seats.
- exit door.
- pull cord.
- length of bus.
- color of bus (school and public).

Discuss and explore various types of bus stops, i.e., shelters, signs, yellow lines, etc.

Role play riding a bus. The adult is the driver, and the child is the passenger. Position chairs as though they are seats on a bus. For additional fun, make a cardboard fare box.

Go to a bus depot and explore an empty bus.

Identify various coins. Show the child how to distinguish each coin, e.g., quarters and dimes have ridged edges, quarter is larger; nickels and pennies have smooth edges, nickel is larger.

## GAMES FOR REINFORCEMENT

*Bus Buz*

Chairs are arranged as in a real bus. Child sits in "seat" at the back of the bus. Adult asks questions concerning riding a bus.

If the child answers correctly, he moves forward a seat. If he does not, he remains in his same seat. The game is over when the child moves forward to the driver's seat.

Sample questions for *Bus Buz*

1. Where do you place the money?
2. Who drives the bus?
3. What color is the bus?
4. How do you tell the driver when you want to get off?
5. Where do you wait for the bus?
6. How much money does it cost to ride the bus?
7. Name two different types of bus stop markers.
8. Where is the motor on a bus?

For additional fun, allow the child to wear a driver's cap.

**SING-A-LONG**

*("The Wheels on the Bus Go Round and Round")*

The wheels on the bus go round and round,
Round and round, round and round,
The wheels on the bus go round and round,
All through the town.

The horn on the bus goes beep, beep, beep,
Beep, beep, beep, beep, beep, beep,
The horn on the bus goes beep, beep, beep,
All through the town.

*(Continue phrases with. . .)*

The wipers on the bus go swish, swish, swish,.....

The driver on the bus says, "Move on back,.....

The headlights on the bus go flash, flash, flash,.....

The money on the bus goes chink, chink, chink,.....

The people on the bus go up and down,.....

## THE WHEELS ON THE BUS WORKSHEET

**Fill in the blanks with one of the following phrases.**

bus stop  fare box  exact change  aisle  cord

1. To find a seat on the bus you must walk down the _____.
2. A bus stops at a _____.
3. We pay to ride the bus. We use _____.
4. We put the money in a _____.
5. Before we reach our stop we pull the _____ to let the driver know we want to get off.

**Order the steps for taking a bus ride.**

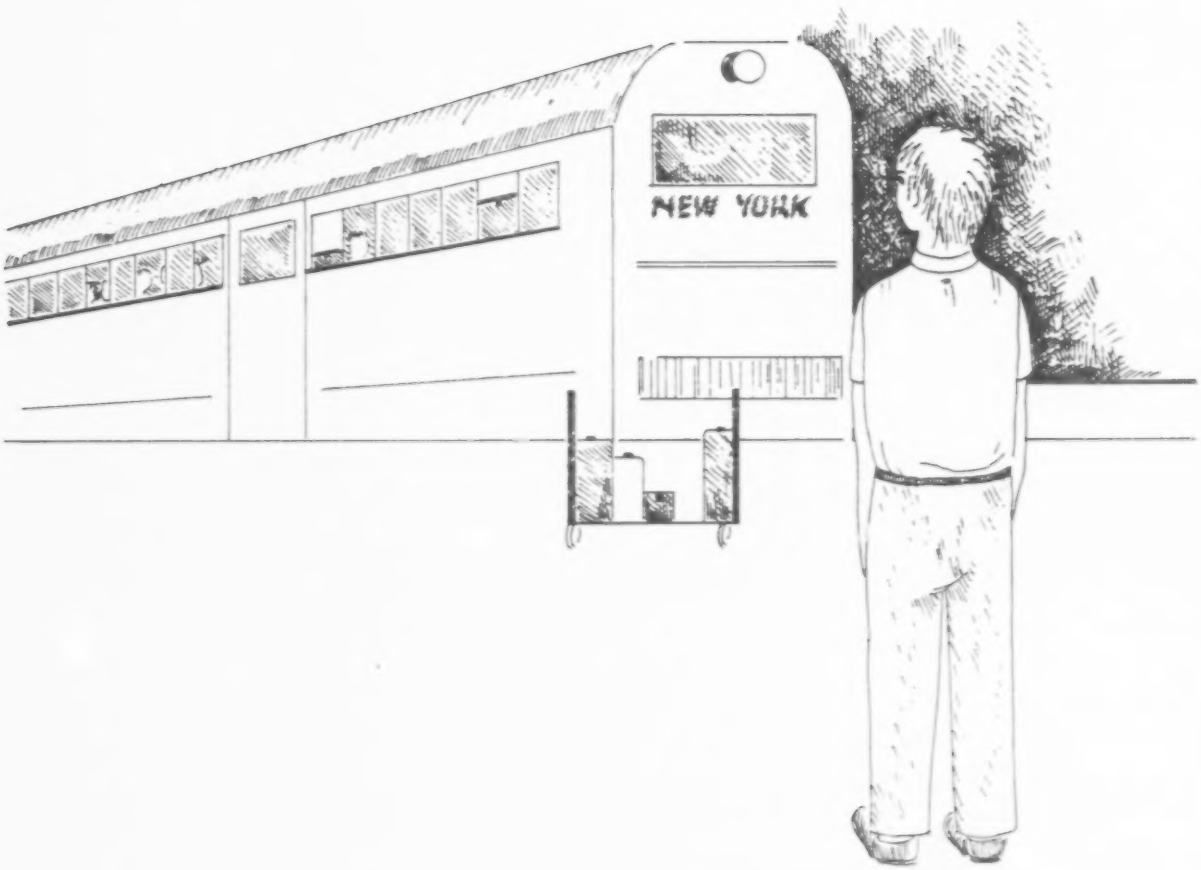
6. Number the following activities (from 1 to 5) in the order you would do them.

   _____ a. Pull the cord to signal the driver to stop the bus.
   _____ b. Walk to the bus stop.
   _____ c. Put exact change in the fare box.
   _____ d. Find a seat.
   _____ e. Board the bus.

**Circle the items in each row you can ride to visit someone who lives far away.**

| | | | |
|---|---|---|---|
| 7. car | tricycle | skateboard | bus |
| 8. boat | turtle | camel | airplane |

# ALL ABOARD




**NEW WORDS TO LEARN AND USE**

| | | | |
|---|---|---|---|
| board | conductor | connect | passenger |
| relax | rumble | | schedule |
| ticket window | track | train | station |

Elliot's Aunt Jacqui is getting married. He and his family are taking the **train** to New York to go to the wedding. Mom calls the **train station** for the **schedule**. A **schedule** is a list of the times the **train** leaves.

"Okay, everyone. We are taking the 8:00 **train** tomorrow morning," Mom announces.

The next morning Elliot and his family drive to the **train station** and park their car.

"I'll go buy the tickets. Does anyone want to come along with me?" Dad asks.

"I do, I do!" shouts Elliot. They walk up to the **ticket window**.

"Five tickets to New York please," Dad says. He pays for the tickets. He and Elliot hurry back to find the rest of the family.

"**Train** 545 **boarding** for New York at **Track** 1," says the announcer. Everyone walks to **Track** 1.

"Step inside the car," says Mom. They climb up the steps and **board** the **train**. A **train** has many cars. They are not like the family car. **Train** cars are shaped like a shoebox, but much, much larger. What shape do you think the cars are? All the cars are **connected** to one another. Each car is very long.

"All aboard!" the **conductor** announces. This means the **train** will be moving soon.

Within a few minutes the **conductor** walks into the car where Elliot is sitting. Elliot hears the **conductor** moving slowly up the aisle.

"Tickets please," announces the **conductor**. He collects the tickets from all the **passengers**. Elliot holds out his hand with the ticket.

"Enjoy your trip, and thank you," says the **conductor** as he takes Elliot's ticket.

On the way to New York, the train makes stops in many towns. People get on and off the train at each **station**. Elliot sits back in his seat and **relaxes**. He listens to the **rumble** of the wheels rolling on the **track**.

"Chug-a, chug-a, chug-a."

Before long the **conductor** announces, "Next stop, New York." Elliot and his family put on their coats and hurry to the wedding. As they are leaving the **station**, Elliot hears the **conductor** announce, "All Aboard."

## LISTEN AND LEARN

Role play riding a train. Include:

- buying a ticket.
- finding the track.
- boarding and exiting the train.
- conductor collecting the tickets.

If possible arrange chairs as the seats are on a train.

Set up a toy train with tracks to demonstrate how trains travel on tracks. Discuss and explore the physical characteristics of a train, i.e., long cars connected to each other, seats within each car, etc.

Visit a train station. Board a train to explore.

## GAMES FOR REINFORCEMENT

*The Train Game*

Child stands behind adult, placing hands on adult's waist. They travel around the room pretending to be a train.

## SING-A-LONG

*(Sung to the tune "Chattanooga Choo Choo")*

All aboard,
Oh yes we're going for a train ride.
Track number five,
The train is soon to arrive.

Step on the train,
Walk down the aisle to a seat.
Conductor walks past,
Give him your ticket fast.

Chug, chug we go,
The train goes rollin' along.
It's sure been fun,
Singin' our song.

## ALL ABOARD WORKSHEET

**Fill in the blanks with one of the following phrases.**

schedule  all aboard  track  conductor

ticket window  train station

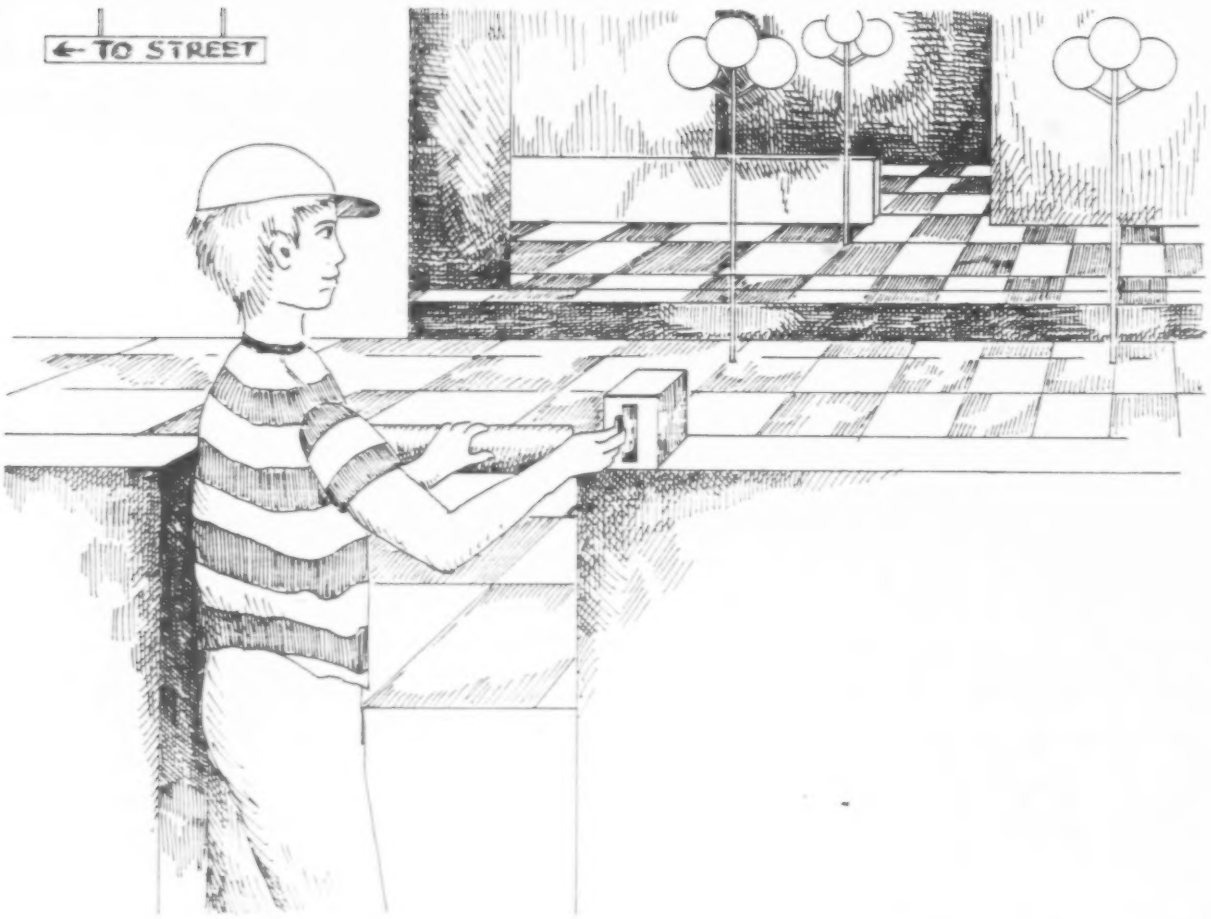
1. The man who collects the tickets is called the _____.
2. The train stops at the _____.
3. We buy train tickets at the _____.
4. The paper we read to find out when the train leaves is called the _____.
5. The train wheels roll on a _____.
6. To tell people the train is ready to leave, the conductor yells _____.

**Order the steps for taking a train ride.**

7. Number the following activities (from 1 to 5) in the order you would do them.

_____ a. Find the correct track.
_____ b. Board the train.
_____ c. Buy a ticket at the ticket window.
_____ d. Sit down in the train.
_____ e. Give your ticket to the conductor.

# STEP IN AND WATCH THE CLOSING DOORS




**NEW WORDS TO LEARN AND USE**

lurch platform subway token

token booth turnstile underground

"I liked the bears," yells Elliot.

"Did you hear those lions roar?" asks Matthew.

Shana exclaims, "I liked the monkeys best!"

"We've had a busy day at the zoo," says Mom, "but now it's time to go home. Let's head for the **subway** station."

---

"I'll buy the **tokens**," shouts Elliot. Mom takes Elliot sighted guide to the **token booth**. To ride the **subway** you have to buy **tokens**. A **token** looks like a coin. Some cities have special passes instead of **tokens**.

"How many **tokens** do we need?" Elliot asks. There are five people and each person needs one **token**. Can you help Elliot figure out how many **tokens** they need?

Elliot buys five **tokens**. Each person gets a **token** and walks to the **turnstiles**.

"Drop the **token** in and push the bar," Matthew says. Did you ever go through a **turnstile**?

A **subway** is a train that travels **underground**. To get to the **subway** they walk down the stairs to the **platform**.

"Don't get too close to the edge," says Mom. Everyone stands in the middle of the **platform**. Elliot hears a rumble as the train pulls into the station. SCREECH! The train stops, and the doors open. They rush into the **subway** car. "Step in and watch the closing doors," announces the conductor. With a slow jerk, the train **lurches** forward. Elliot and his family are on their way home.

## LISTEN AND LEARN

Role play riding a subway. Include:

- buying a token.
- walking through a turnstile.
- entering a platform.
- boarding and exiting the subway car.

Go for a subway ride and explore a subway car.

## GAMES FOR REINFORCEMENT

*Rollin' Down the Tracks*

Adult stands behind child, placing hands on child's waist. They travel around the room pretending to be a train.

As they continue to move, adult shouts "train" or "subway." With each shout, the child must either squat for "subway" or stand up for "train."

## SING-A-LONG

*(Sung to the tune "Mary Had a Little Lamb")*

Walk down a flight of steps, flight of steps, flight of steps,
Walk down a flight of steps
Go underneath the ground.

Buy a token at the booth, at the booth, at the booth,
Buy a token at the booth
And put it in the turnstile.

Wait on the platform for the train, for the train, for the train,
Wait on the platform for the train
Hear it rumble in.

Step in and watch the closing doors, closing doors, closing doors,
Step in and watch the closing doors
And find yourself a seat.

## STEP IN AND WATCH THE CLOSING DOORS WORKSHEET

**Fill in the blanks with the correct word.**

token booth turnstile token

1. To ride the subway, you must buy a _____.
2. To reach the platform, you must first go through the _____.
3. You buy a token at the _____ _____.

**Circle the correct answer.**

4. A subway travels

   a. in the air. b. under the ground.

5. A bus travels

   a. under the ground. b. on the street.

6. A train travels

   a. on a track. b. on the street.

**Choose as many answers as you need from the words below.**

bus train subway

7. Which of these travel on tracks? _____
8. Which of these have an aisle? _____
9. Which of these have seats? _____
10. Which of these have a driver? _____
11. Which of these have windows? _____

# ONCE UPON A CANE

**NEW WORDS TO LEARN AND USE**

| | | | |
|---|---|---|---|
| crook | dangle | grip | shaft |
| shimmy | shortest | swerve | tip |

"Tap, tap, tap!"

"What's that noise," Elliot thinks to himself. "It sounds like it's coming from outside the window." Elliot hops out of bed and runs to open the window.

"Hi there."

"Who are you?" asks Elliot.

"I'm your cane. If you come with me, I will take you to wonderful places. Just hold me by my **grip** and off we will go."

Elliot reaches out and takes hold of the **grip**. The cane lifts him out through the window.

"WOW!" Elliot exclaims. "I'm flying." The cane flies higher and higher. Elliot feels the cool air against his face.

Suddenly, the cane begins to fly so fast that Elliot's hand starts to slip down the long **shaft**. Before he knows it, Elliot is **dangling** from the **tip** at the bottom of the cane.

"Climb back up to the **grip** and hold on tight!" shouts the cane. Elliot **shimmies** back up the **shaft**. He just begins to relax and enjoy the ride when the cane **swerves** to the left.

"Hey, Mr. Cane, what are you doing?"

"There was a star in our way, and I went around it. That's my job. I protect you from bumping into things."

"This is really a lot of fun Mr. Cane, but I'm really getting chilly. Do you think we could go home now?"

"Sure. I'll take the **shortest** route. We'll be back in no time." WHOOOSH!

Elliot is back in his bed. He snuggles under the warm covers.

"Tap, tap, tap," he hears again.

"Come on Elliot. It's time to wake up and get ready for school," Mom calls out. Elliot slowly gets out of bed and walks to the closet. As he reaches for his slippers, he remembers his dream.

"Mr. Cane! Mr. Cane! Are you awake?" whispers Elliot. There is no answer. He reaches up and checks for his cane on the hook. It's right where he left it hanging from the **crook**.

Just then Mom walks into the room. "Why do you look so sad, Elliot?" asks Mom.

"Last night in my dream my cane could fly and talk, but canes can't really do that, can they, Mom?"

"No, Elliot. Canes can't talk and they can't fly, but they will protect you and help you to travel to many wonderful places."

## LISTEN AND LEARN

Discuss the purpose of a cane. Talk about appropriate behaviors when using the cane. Include the following rules:

- It is not to be used as a toy.
- It should not be swung in the air.
- It should not be lent to a friend.

Using a cane, provided by an orientation and mobility specialist, discuss and locate the various parts of the cane (crook, grip, shaft, tip).

Help child choose a safe place to store the cane at home and in school. Some suggestions are: on a hook; in a corner; in a closet. The child should be responsible for the storage of his cane.

## GAMES FOR REINFORCEMENT

*Can You Put Me Here?*

Adult asks various questions concerning the storage of the cane, i.e., "Can you hang me on the washline?" "hook?" "plant hanger?" Child responds appropriately.

*The Cane Game*

Adult positions the cane in various ways (upside down, sideways, etc.) and hands it to the child. Then the adult names a part of the cane. The child must touch that part of the cane within a specified time limit.

Example: The adult specifies that the child has ten seconds to perform the task. The adult hands the child the cane upside down and calls out "grip." The child has ten seconds to find and touch the grip.

**SING-A-LONG**

*(Sung to the tune "When You Wish Upon a Star")*

When you walk with your cane,
In the sunshine and the rain,
It will help you to walk straight,
And keep you safe.

Hold your cane out in front,
To make sure you don't get bumped,
Take it with you everywhere,
You'll be good friends.

*(Sung to the tune "Mary Had a Little Lamb")*

The crook is where I hang my cane, hang my cane,
hang my cane,
The crook is where I hang my cane, and it hangs on a hook.

The grip is where I hold my cane, hold my cane,
hold my cane,
The grip is where I hold my cane, and it is on the crook.

The middle of the cane is called the shaft, called the shaft,
called the shaft,
The middle of the cane is called the shaft,
and it is red and white.

The bottom of the cane is called the tip, called the tip,
called the tip,
The bottom of the cane is called the tip and it goes
tap, tap, tap.

## ONCE UPON A CANE WORKSHEET

**Fill in the blanks with the correct word.**

tip shaft crook grip

1. The curved part at the top of the cane is called the _____.
2. The long part of the cane with red and white tape on it is called the _____.
3. The part of the cane that I hold is called the _____.
4. The bottom of the cane is called the _____.

**Write *yes* or *no*.**

5. I use my cane to kill bugs. _____
6. I use my cane to walk safely. _____
7. I use my cane to hit my brother. _____
8. I use my cane to protect me from bumping into things. _____
9. I use my cane to hit a ball. _____

## ABOUT THE AUTHORS

JULIA HALPERN-GOLD has been in the field of orientation and mobility for five years. She has been in private practice serving both children and adults for the past three years. Since graduating from Boston College, Ms. Halpern-Gold had been working in New York City. She recently relocated to Morehead City, North Carolina.

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